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ABSTRACT

This guide has been prepared to assist teachers of kindergarten to grade four students in the implementation of health education into the curriculum. This booklet contains student objectives, suggested activities, and pertinent questions which will provide the basic tools to meet program goals. The ten major areas of instruction are: 1) consumer health, 2) environmental health, 3) family dynamics, 4) human growth, 5) mental health, 6) physical fitness, 7) preventive health, 8) safety, 9) human sexuality, and 10) drug education. (CJ)

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# HEALTH EDUCATION CURRICULUM GUIDE

## *KINDERGARTEN THROUGH GRADE 4*

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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**DEPARTMENT OF DEFENSE**
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# HEALTH EDUCATION CURRICULUM GUIDE

## KINDERGARTEN THROUGH GRADE 4

## FOREWORD

This guide has been prepared primarily to assist classroom teachers in the implementation of the Health Education Curriculum. It contains student objectives, suggested activities, and pertinent questions which will provide the basic tools in meeting the goals of this program.

The Health Education Curriculum consists of 10 major areas of instruction, each with several subtopics. Each subtopic has student objectives relating to knowledge, intellectual process, attitudes and, where applicable, psychomotor skills, in that order.

The list of activities is divided into three levels: kindergarten through grade 4, grade 5 through grade 8, and grade 9 through grade 12. The topics remain the same throughout, but the student activities become more sophisticated at each succeeding level.

I urge all school personnel to consult this guide in order to obtain a better understanding of Health Education.

Anthony Cardinale
Director



SEP 2 1980

## ACKNOWLEDGEMENTS

Data for this guide was provided by the Department of Defense Dependents School's teachers, counselors, nurses, and regional and district coordinators that participated on various curriculum committees throughout the overseas regions as a part of the 5-Year Curriculum Review Plan.

Any recommentations for improvement of this guide can be forwarded either to this office or the regional coordinators.

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# HOW TO USE THIS GUIDE

## 1. Introduction

This health education curriculum guide was developed by Department of Defense Dependent Schools' (DoDDS, teachers, nurses, counselors and other educational personnel. It is our hope that the materials included will apply to the overseas situations in which our students and educators live. Three such guides have been prepared: one for kindergarten through grade 3, one for grades 5-8, and one for grades 9-12. Each guide contains the same units, but with learning materials aimed at students in the appropriate grade levels.

## 2. Organizational Pattern

Each guide consists of 10 health education units, all but one of which have several subtopics. Each topic is presented as follows:

a. Student Objectives. The objectives stated at the beginning of each topic are to be met by the students. They are general in nature and allow teachers and students much latitude in determining how they can best be met.

b. Suggested Activities. The learning activities that follow were written and selected to involve students in individual or group activities to help them meet the objectives stated for each topic. The list of activities is by no means comprehensive, but merely a representative sampling of ideas and projects that relate to topic objectives.

c. Sample Questions. Each topic includes a set of questions that pertain to the objectives and activities. Again, this is not a comprehensive list, but an example of the kinds of questions that can be used.

## 3. Health Education Textbooks

The textbooks recently selected by the Health Education Curriculum Committee for all DoDDS correlate with the topics included in this Guide. DoDDS also have access to AV and other learning materials that can be used.

For example, many of the activities in Unit Two: Environmental Health were taken from the Environmental Education Guide developed by Dale Hunter. Much of the material in Unit Five: Mental Health was extracted from the Multi-Cultural Activities guides written by Ernie Butler and Joan Maas. These and other materials available to all DoDDS can be used to augment the health education curriculum.

4. **Purpose**

This guide is intended to provide a framework for a sound health education curriculum for DoDDS students. The ideas were developed by students and educators experienced in overseas living and should be applicable to the situations we find in our schools. The publication should be used as a guide that provides a series of student objectives to be attained, but does not constrain creative teachers and students in the means used to achieve them. We hope it will help promote the educational growth of our students.

# HEALTH EDUCATION CURRICULUM GUIDE

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## UNIT ONE - CONSUMER HEALTH

### A. CONSUMERISM

### SUBJECT OBJECTIVES - GRADES K-4

The student will:

. . . know that health information comes from various sources.
. . . understand that all sources of information are not of equal reliability.
. . . demonstrate commitment to reliable sources of health information.

### SUGGESTED ACTIVITIES

1. a. Define health.

   b. Discuss what the students think health is. What is good health? What is bad health?

2. a. Place examples of students' knowledge of certain health information on the board. Discuss each as to the possibility of this being both accurate or inaccurate information. Old wives' tales" are good methods and one the students would be most familiar with.

   b. Make a collection of "old wives' tales" or remedies, and share them with your friends. Grandmothers, aunts, uncles and people from other countries are good sources for these. People from rural areas also have an extensive collection of folk medicines and cures.

3. a. Write and produce a skit around the traveling medicine show.

   b. Look in your local PX for patent medicines similar to those sold in medicine shows (cure-alls, balms, elixirs, tonics).

4. Each student is given a dental health product, magazine ad, or dental health product empty box. (Include mouthwash, toothbrushes, dental floss, oral irrigating devices, toothpaste electric toothbrushes, inter-dental devices, e.g., rubber tips on toothbrushes.) The student tries to sell his product to other members of the group. After listening to the sales pitch of each student, students individually list products and brand names they would buy and then share their reasons for buying or rejecting the products with others.

5. Discuss the factors that influence students to buy health products (magazine, T.V., radio, other). Collect and mount on the bulletin board several examples of the mass media influences on buying health products.

## SAMPLE QUESTIONS

| | | | |
|---|---|---|---|
| 1. | An "old wives' tale" is an idea that people have believed in for a long time. | T | F |
| 2. | "Old wives' tales" are sometimes not true. | T | F |
| 3. | Ads for health products are true because companies don't lie. | T | F |
| 4. | If you want to know about a medicine, it is better to ask your friend rather than a doctor. | T | F |
| 5. | The school nurse is a good person to ask about health questions. | T | F |
| 6. | Sometimes what you read in newspapers and magazines about health products is not true. | T | F |
| 7. | TV always tells the truth about the products being sold. | T | F |
| 8. | A man who works in a drugstore knows more about medicines than doctors. | T | F |
| 9. | Old time medicine shows pertained to helping sick people. | T | F |
| 10. | If a medicine is good for your sister, it is OK for you to use. | T | F |

## B. DELIVERY OF HEALTH CARE

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the common components of a community's health services.
. . . understand principles of the delivery of health care.
. . . show awareness of the importance of learning about the delivery of health care.

### SUGGESTED ACTIVITIES

1. a. List all the things people do when they're sick. How does the community help us?

   b. Show movies or film strips on a person going to and being treated at a hospital.

   c. Invite school health nurse to talk about what it's like at a hospital. What do you wear, who takes care of you, how do you eat, do you get to play, etc.?

d. Invite lab technician, x-ray technician or other hospital staff members and discuss their roles and how they help people get well.

e. Ask students to relate personal experiences in a hospital. Ask what they liked best about the hospital.

f. Tell or write something interesting you have learned about what happens in a hospital.

2. The student will make a list of the following emergency services, names, and telephone numbers:

a. Your physician
b. A physician if your own doctor is not available
c. Ambulance service
d. Poison antidotes
e. Paramedics
f. Hospital emergency room

3. List all the people and health agencies you know in health and related fields. Add to the list by looking in the telephone book and talking with others about health services and agencies they know.

SAMPLE QUESTIONS

1. People can get shots from free clinics in the United States? T F

2. Public health nurses visit the sick in the United States at no cost. T F

3. The police and fire department will give ambulance service to sick people. T F

4. Dental care is never free in the United States. T F

5. If garbage is not collected, people might get sick. T F

6. There are no rules that say how a house must get rid of its human waste. T F

7. Pure water is another service cities and towns give to people. T F

8. Free or cheap health care is possible in the United States, if you do not have lots of money to pay. T F

9. Sometimes people can only get the care they need by going to stay in a hospital. T F

10. Hospitals give good health care because doctors, nurses, and other hospital workers are trained to help sick and injured people. T F

C. HEALTH CAREERS

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the names of health professionals.
. . . understand the jobs health professionals do.
. . . appreciate the help that the health professionals offer everyone.

SUGGESTED ACTIVITIES

1. a. Write a song or chant about all the different types of health professionals in your community and what they do.

   b. List of different professionals:

   - Medical and surgical doctor
   - Pediatrician
   - Dentist
   - Dietitian
   - Veterinarian
   - Pharmacist
   - X-ray technician
   - Lab technician
   - Mental health
   - CHAP officer
   - Chaplain
   - Nurses
   - Physician assistant
   - Social workers
   - Child advocate
   - Detoxification wards
   - Ophthalmologist
   - Audiologist

   c. Observe slides or films related to areas of the health professional.

   d. Listen to talks and ask questions.

   e. Observe professional at work (or demonstrations).

   f. Role play the things various health professionals do.

   g. Write letters to a professional, and ask about his work or why he chose that career.

   h. Spend a day with a health professional.

2. Play a health careers panel game: "20 Questions" or "What's My Line?" Students can ask questions about job, training, clients, benefits, problems, necessary skills, etc. The Mystery Guest can only answer yes or no.

3. a. Invite school nurse, doctor, lab technician, dentist or other health professionals and have them demonstrate and describe some of the functions they perform: taking temperatures, listening to heart with stethoscope, etc. Ask for volunteers from class to be a patient.

   b. As written assignment, allow each student to choose one health professional, and explain all the ways this person can help him.

   c. List different instances in which a health professional may be needed, and have students decide which one would be contacted, i.e., toothache - dentist, broken leg - doctor, stomachache at school - school nurse, blood test - lab technician.

4. Start a Health Club:

   a. Provide setting for the school nurse or teacher to work closely with students in small groups.

   b. Disseminate health information to students and staff.

   c. Encourage the practice of good health habits.

   d. Stimulate students to learn about health.

   e. Aid in correcting health hazards or health problems.

      (1) In the school
      (2) In the home
      (3) In the community

   f. Write

      (1) Plays or skits
      (2) Poems
      (3) Speeches (bulletins, newspapers)

   g. Make posters

   h. Classroom visits upon request

## SAMPLE QUESTIONS

1. Dentists examine and treat people for mouth diseases and bad teeth. T F

2. A pharmacist may help you learn about non-prescription health products. T F

3. Physicians diagnose and treat people who are suffering from injury or disease. T F

4. Veterinarians are doctors for children. T F

5. A dietitian is a person who recommends meals that are healthy. T F

6. An optometrist must go to school to learn to prescribe proper eyeglasses for people who don't see well. T F

7. To what kind of school does a person, who wants to be an animal doctor, go:

   a. ____ school for veterinary medicine
   b. ____ school for medicine
   c. ____ dental school
   d. ____ nursing school

8. A pharmacist must go to school for years to learn how to make medicines and pills. T F

9. A medical technologist must learn to use special instruments, like microscopes and test tubes. T F

10. Speech teachers must study very hard to understand why some children have trouble speaking. T F

D. NUTRITION

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that all living things need food in order to live and grow.
. . . understand that some foods are better for the body than others.
. . . accept responsibility for choosing nutritious food.

SUGGESTED ACTIVITIES

1. a. Label ditto pictures of different foods according to the four basic food groups: meat; milk; bread and cereal; fruits and vegetables.

   b. Discuss what is necessary for a balanced diet.

   c. Play a game by tossing a ball. The teacher calls out a group, and the student catching the ball must name a food in that group.

d. Using a flannel board, place different foods up and ask, "Did he eat some foods from each of the Basic Four? What foods did he eat from each of those groups? What foods could he add to make it a balanced meal?"

e. Discuss nutritional values of candy, cake, soda pop, etc. Point out that these do not fall into the Basic Four food groups and the importance of getting the Basic Four before eating these foods. Explain that there is practically no nutritional value in these foods.

f. Try to guess riddles about food: It is round and red, and you can eat or drink its juice. It is a fruit, and its name starts with "a". What is it?

g. Plan a tasting party at which children taste small amounts of vegetables, fruits, cheese and other nutritional foods.

2. a. Have each student write a menu. Discuss these as to balanced diets, using the Basic Four good guide. Have a breakfast party with student-planned menus.

b. Have a "Let's Pretend" program. Pretend you're a school nurse and you're telling boys and girls why they need to eat different kinds of foods each day. What will you say? Pretend you are a mother or father and your 7-year-old son asks you how much milk he needs every day. How will you explain this? Pretend you are to give a talk on TV, and you are to tell people about the four important food groups. What will you say? Pretend you are making your own breakfast. It should be an easy breakfast. It should have a fruit, bread or cereal, and milk. What will you make?

3. Nutrition Club:

a. Start an exercise program at the beginning of the club.

b. Lunch-ins: Bag lunch for nutrition lessons and practice.

c. Meetings for reinforcement of group purpose and self-concept improvement for those with weight problems.

d. Art activities to share information learned with other students.

e. Weigh-ins: Monthly, as assessment and incentive.

f. Pediatrician evaluation for those with significant weight deviations from norm and those students of small stature who express strong dissatisfaction with body size.

g. Make posters for each of the different vitamins and minerals and cut out colorful pictures of foods that fall into these groups. Encourage the group to eat as many of these foods as they can that week.

h. Talk about foods in terms of color, smell, texture, foods that are fun to eat when outdoors, and so on:

(1) Foods that are pretty colors
(2) Foods that smell good
(3) Foods that crunch when you chew them
(4) Foods that are soft when you chew
(5) Things that are fun to eat when outdoors - weiners, grilled hamburgers

i. Draw a picture of one of the foods you like, and tell what you know about it.

j. Make a class chart of new foods children report they have tried and liked.

4. a. Identify the nutrients in food and the main functions of the digestive system by reviewing the health education texts.

b. Describe the contributions of the nutrients and the actions of the digestive system through posters and plays with characters depicting the nutrients and the parts of the digestive system.

5. a. Ask the student to study the Basic Four food groups chart and plan a well-balanced breakfast, lunch, dinner and snack for one day.

b. Cut pictures from magazine advertisements, and make an attractive poster to show breakfast, dinner, lunch and snack. Explain why you made the selections you did.

c. Evaluate the posters according to the daily requirements chart. Class can vote on the most appetizing poster and meal plans.

d. Make one of the simpler meals in school.

## SAMPLE QUESTIONS

1. Water is needed by our body to carry nutrients to the body cells. T F

2. The foods we eat help to protect us from illness. T F

3. Your body should have at least one serving a day from the milk group. T F

4. One the following list of foods, match the food with the Basic Four food group:

| | |
|---|---|
| ____ rice | a. Bread and cereal group |
| ____ fish | b. Meat group |
| ____ carrots | c. Milk group |
| ____ ice cream | d. Vegetable and fruit group |
| ____ spaghetti | |
| ____ eggs | |
| ____ cheese | |
| ____ peanut butter | |
| ____ apples | |
| ____ bread | |

5. People who eat foods that do not contain all the nutrients the body needs may be tired, nervous, and restless. T F

6. All foods contain the same amounts of the nutrients our bodies need. T F

7. Meats are a good food source of carbohydrates. T F

8. Milk gives us:

a. ____ protein
b. ____ fat
c. ____ carbohydrates
d. ____ minerals

9. On the following list, match the function with the mineral.

| | |
|---|---|
| ____ strong bones and teeth | a. Calcium |
| ____ clotting of the blood | b. Iodine |
| ____ red blood cells to carry oxygen | c. Iron |
| ____ prevention of goiter | d. Phosphorus |

10. Circle the letter of the sentence that will <u>not</u> help you get the right nutrients.

a. Eat only the foods that are supposed to have special powers.

b. Eat the right number of servings from each food group every day.

c. Do not take extra nutrients if you have a balanced diet.

d. Eat some raw fruits and vegetables.

## UNIT TWO - ENVIRONMENTAL HEALTH

### A. CULTURE AND ITS EFFECTS

#### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know common health habits of the cultural group.
. . . understand why the health habits of certain cultural groups developed.
. . . recognize differences in health care procedures in various cultures.

#### SUGGESTED ACTIVITIES

1. a. Make a list of some of the health habits that are quite common all over the world. Bring to class some clippings that you find in magazines or newspapers in your community.

   b. Show some films or filmstrips that show health habits being practiced. Have the students draw some pictures of some of these practices, and select the best picture for display in the rooms, library, or the office.

   c. Discuss the importance of health habits in relation to people, weather, family, beliefs, and environment. How do these health habits affect growth, illnesses, and cleanliness?

2. a. Bring the students to the library, and instruct them to get a book that talks about health in different areas of the world. Find out which health habits are discussed.

   b. Relate these common health habits to the different culture groups familiar in the area. What are some of the observations of students in their visits to homes of other people and in other countries.

   c. Visit a close friend that belongs to another culture group, and bring to class some of your observations as to health practices different or similar to yours.

3. a. List all the health habits that you have been doing since you were born. Which of your health habits is being done in other areas of the world? Bring to class any pictures from books or magazines that show the evidence.

   b. Select a certain culture group with which the majority of the students are very familiar. Show a film that discusses some of the health habits of this culture group and compare it with other cultures.

   c. Invite a person of a different cultural background to come and talk to the students about some of their health habits and practices.

4. a. Have students or you, the teacher, go to a large international newstand. Purchase one copy of a weekly pictorial magazine from various European, African, Asian, and Latin American nations. Using a similar type magazine from the United States, clip pictures of advertized health products: foods, hair conditioners, foot pads for aching corns, etc. Make a collage, labeling each with the nation's name on the back.

   b. See if students can name the area of the world where the products come from. What accounts for such duplicate products as Coca Cola? What can be surmized about the nation's health habits?

## SAMPLE QUESTIONS

1. Place the number of the food on the blank before the matching cultural group. There is only one correct number for each blank.

| CULTURAL GROUP | FOOD |
|---|---|
| ___Mexican-Americans | 1. maize |
| ___Jewish-Americans | 2. matzos |
| ___Black-Americans | 3. grits |
| ___Polish-Americans | 4. tacos |
| ___Native Americans | 5. stuffed cabbage and sausages |
| ___Italian-Americans | 6. pizza and spaghetti |
| ___Chinese-Americans | 7. tea and biscuits |
| ___English-Americans | 8. corn-on-the-cob |
| | 9. rice |
| | 10. cheeseburger |

2. According to Jewish dietary laws, you may not eat which one of the following foods:

   a. ____ pork  c. ____ lamb
   b. ____ beef  d. ____ cauliflower

3. Doctors in the United States are now learning to use a new method to relieve pain which Chinese doctors have used for thousands of years. This method is called:

   a. ____ acupuncture  c. ____ massage
   b. ____ hot baths  d. ____ saunas

4. The Japanese custom of sitting on the floor to eat a meal causes backaches. T F

5. People who don't eat meat (vegetarians) have poor diets. T F

6. Place a check by each item that is an American health habit: (More than one answer may be checked).

   a. ____ jogging
   b. ____ over-eating
   c. ____ brushing your teeth after every meal
   d. ____ sitting on the floor to eat a meal
   e. ____ taking a shower
   f. ____ washing your hands after using the bathroom
   g. ____ eating with your fingers

7. In many cultures, people paint their skin. T F

8. In some cultures, people oil their skin. T F

9. People in all cultures like to take a bath every day. T F

10. People in African countries must do sit-ups to help them keep fit. T F

B. ECONOMICS

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that economic factors influence health.
. . . understand principles of economics relevant to health habits.
. . . show awareness of the relationship between economics and health.

SUGGESTED ACTIVITIES

1. The students will suggest how the elements of weather would affect his daily activities in relation to food, shelter, and clothing.

| Example: | Snow | Rain | Sunshine |
|---|---|---|---|
| Types of clothing | ____ | ____ | ____ |
| Types of food | ____ | ____ | ____ |
| Types of Shelter | ____ | ____ | ____ |

2. The students will bring empty containers to make a store. Each student will role-play with another child the process of buying and selling.

3. a. The student will draw a farm with animals and vegetables.

   b. The student will cut out pictures of fruits and vegetables, dairy products, meats, breads, and cereals, placing them under the four food groups for balanced nutritious meals.

4. Present students with a list of 10 economic terms (capital, employer, employee, goods, services, supply, demand, etc.). Discuss what these terms mean. Have students orally identify or match the terms and their definition.

5. a. Take the list of 10 economic terms learned in Activity #4, and discuss how each term affects a certain health habit. Example: Discuss how the principle of supply and demand affect eating habits.

   b. An off-shoot activity may be the creation of demand through advertising.

6. Bring four major cereal types to class. Make sure one is a "natural" cereal, one a popular sugar-coated, one a bran type, and any other popular type. Compare the prices. What may account for the differences? What are differences in the ingredients of the cereals? Would one cereal give you more nutritional value for your money?

## SAMPLE QUESTIONS

1. Low-salaried families must spend a higher part of their income on medicine and food. T F

2. Poor areas usually have less health problems than more richer areas. T F

3. Families with plenty of money usually provide regular dental care for family members. T F

4. The poor, crowded conditions of poor areas help stop the spread of communicable disease. T F

5. Lack of adequate sanitation helps to spread disease in poor areas. T F

6. Place a check beside each item which is an example of how a person's health can be affected by how much money his or her family has:

   a. ___ John does not get enough vitamin C because his parents cannot afford to buy fresh fruit.
   b. ___ Mary catches a cold from not getting enough rest and exercise.
   c. ___ David visits the dentist every 6 months for a check up. The visit costs $15.00.
   d. ___ Jim is very nervous and upset at home. He shares a bedroom with four brothers.
   e. ___ Susie catches a cold after walking home from school in the rain. Susie's mother cannot afford to buy her a raincoat and overcoat.
   f. ___ Jane does not go to the free clinic for a screening X-ray against tuberclosis. Jane later discovers that she has tuberculosis.

7. Overcrowded housing can lead to health problems. T F

8. Because America has a high standard of living, there is no malnutrition problem in the United States. T F

C. HUNGER

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about hunger.
. . . understand that some people in the world go hungry.
. . . show sensitivity to human needs and the social problem of hunger.

SUGGESTED ACTIVITIES

1. Clip from a magazine, pictures of children who need assistance. Ask students to discuss what may be some of the problems these children face. Discuss what causes hunger and malnutrition. Can a person have much to eat and still be undernourished?

2. Assemble a varied mixture of food products which constitute a starvation diet. Put the items in the classroom for the activity. The students will select a food or series of foods to prepare. These foods must be used by some culture of the world as a major staple of their diet. The caloric count for a dish or meat must not go over 1,000 calories. Let students sample each of the foods prepared.

3. a. List some reasons why people go hungry. What is the relationship of overpopulation, drought, famine, disaster, supply, and economics to hunger.

   b. Get a map and identify some areas where hunger is a major problem and some reasons to that effect. How can hunger in other countries be solved?

   c. What does the U.N. stand for? How does it function in helping other countries in relation to hunger?

4. a. Bring to class pictures of persons who are overweight and underweight. Discuss some of the basic reasons that cause both situations. How can it be solved?

   b. What are some sources of food and factors relating to future supply such as (farming in sea, space, weather pest control, disease control, etc.)?

SAMPLE QUESTIONS

1. Most people know a lot about how to eat properly. T F

2. Most people in the world get enough to eat. T F

3. Hunger is not a problem in America. T F

4. A person works better if he/she eats properly. T F

5. People who don't eat meat cannot get a proper diet. T F

6. A person who has enough to eat will be properly nourished. T F

7. Weather can prevent growth of enough food. T F

8. There are groups that help starving people. T F

9. Good farming habits can help avoid starvation. T F

10. The amount of food we eat is measured in calories. T F

D. POLLUTION

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts on pollution and health.
. . . interpret verbal material on pollution and health.
. . . show sensitivity to social problems of pollution and health.

SUGGESTED ACTIVITIES

1. The student will identify pictures that describe the following words:

   a. Heat
   b. Pollution
   c. Garbage
   d. Overcrowding (street, city, people)
   e. Rivers and streams
   f. Foods
   g. Health field workers (nurses, doctors, etc.)
   h. Air
   i. Water

2. Illustrate something that pollutes our environment. Turn it into a monster. Draw the outline of a car, bus, airplane, cigar, cigarette, truck, boat, factory chimney, man, etc. Paint details on the outline, including mouth, eyes, nose. Cut your monster out. After several have been completed, make a collage or mural.

3. Bring in newspaper clippings of current events - oil spillage, burning of forests, etc., and discuss. Show a film on pollution - question and answer discussions.

4. Look at microbes in drops of water from ponds or ditches under a microscope. Do a paper on microbes, using encyclopedias or other books.

5. a. Discuss how oil spillage affects the coastline and marine life.

   b. Children draw pictures of an oil field burning and discuss how it affects the atmosphere and environment.

   c. Ask children what they can do to help eliminate pollution.

   d. Do a habit-forming activity - cleaning up classroom after or during dismissal time. Ask children how they felt about it.

SAMPLE QUESTIONS

1. Poor hearing may be a result of noise in the environment. T F

2. Noise can make people feel tired. T F

3. Polluted waters are dangerous to all forms of life. T F

4. Areas with high air pollution produce more lung disease. T F

5. Pesticide sprays rarely affect animals other than insects. T F

6. Smog is a form of:

   a. ____ water pollution
   b. ____ air pollution
   c. ____ forest pollution
   d. ____ land pollution

7. Poisons in water that affect people and animals harmfully are: Check one answer.

   a. ____ mercury and DDT
   b. ____ fish and plants
   c. ____ food and oxygen
   d. ____ hydrogen and chlorine

8. Pollution of the environment is a threat to man's survival. T F

9. Water pollution is the least serious threat to health. T F

10. One important Federal Government agency fighting pollution is:

    a. ____ the Environmental Protection Agency
    b. ____ the Wildlife Federation
    c. ____ the Garden Club of America

## E. POPULATION

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that population factors can influence health.
. . . apply concepts of health and population.
. . . volunteer for special tasks relating to population and health.

### SUGGESTED ACTIVITIES

1. Have children list the needs of people. Role play scenes of not having enough food for the entire class, 10 cookies for 25 pupils. Discuss how each felt when they didn't get one.

2. The student will define terms such as population, hunger, overpopulation, overcrowding, nutrition, housing, and disease.

   a. Have children crowd into a small room and ask how they feel.

   b. Delay lunch for about half an hour and ask how the experience affected them.

   c. Why do we need to have food, clothing and shelter? What happens if we can't get one or all of them?

   d. Look at magazines and identify the above terms that relate to population and health.

3. Make a report on relationships of world population and food consumption.

   a. Discuss common foods eaten daily by people of some countries.

   b. Ask children to draw people in a house. See how many people they will draw.

   c. Distribute magazines on hunger. Look for pictures or articles about hunger.

   d. Take children on a field trip to off-base areas to see living conditions. Compare with that of hometown or neighborhood.

4. a. Have children bring family pictures and talk about their families.

   b. Show graphs of population growth and explain.

   c. Discuss factors that prolong life.

   d. Draw pictures of urban and rural areas. Discuss crowding of people in urban cities.

   e. Name healthful and harmful aspects of city life.

5. a. Review class materials and pictures on population from library books and health texts.

   b. Discuss impressions of population problems that affect our communities. Examples: cat or dog overpopulation without homes, refugees, etc.

   c. Discuss various attitudes regarding effect of traveling and living or working in crowded conditions. Plan experience such as a field trip during rush hour or plan an imitation such as working in an over-crowded classroom, or caught in a traffic jam, etc., before arranging for discussion time.

   d. Arrange a learning center that a specific number of students can comfortably work in. Repeat the experience with one person using the center, and then with over-crowded conditions (number doubled).

## SAMPLE QUESTIONS

1. Overcrowding may produce an environment that is helpful in developing good health habits. T F

2. Which four (4) of the following are aspects of excess population:

   a. ____ not enough houses
   b. ____ lack of privacy
   c. ____ good education systems
   d. ____ not enough jobs
   e. ____ adequate provisions
   f. ____ poor nutrition

3. Excess population brings about which of the following:

   a. ____ noise pollution
   b. ____ not enough food supplies
   c. ____ breakdown of family structure
   d. ____ good housing policies
   e. ____ higher education

4. In countries which are very poor, the population growth can so affect the food supply that life itself is threatened. T F

5. Growing populations place a strain on resources and health-care facilities. T F

6. Methods of sanitation for sparsely settled areas are oftentimes inadequate or unsuited to city life. T F

7. A national program of family planning could be used to improve the health of the newborn, as well as the health of all children. T F

8. Overpopulation places a strain on health care facilities in a community. T F

9. When health and medical conditions were crude, many infants died within the first year of their lives. T F

10. In countries where women get inexpensive prenatal care, almost all babies die during the first year. T F

F. TECHNOLOGY

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know common terms of technology.
. . . understand the relationship between technology and health.
. . . show awareness of the importance of learning about technology and health.

SUGGESTED ACTIVITIES

1. Describe smells that let you know what technology is being used. Smell various items you use at school. Detect where the smells came from. Do these smells affect the health of people?

2. Find people who use technology.

   a. Ask them how they feel about the machine they use. Do they have names for the machines they use? Collect the names. Where do the names come from? Write a report.

   b. Ask a doctor or nurse to tell about the machines and other things they use to keep people healthy.

3. Find two tools that do the same job. (It could be two kinds of pencil sharpeners.) Make a list of how they differ. Include in your list: How they were made, how they are used, etc. Predict how long each will last.

   a. Decide which is worth buying.

   b. What kind of tools did doctors and nurses use in early days?

## SAMPLE QUESTIONS

1. The increased use of fossil fuels has made which of the following health problems worse?

   a. ____ allergies
   b. ____ diseases of the respiratory system
   c. ____ kidney infections
   d. ____ skin cancers

2. Immunization has been the primary means of doing away with all but one of the following diseases:

   a. ____ smallpox
   b. ____ diptheria
   c. ____ whooping cough
   d. ____ the common cold

3. In which of the following ways may the average citizen work toward helping solve health problems created by technology?

   a. ____ grow his own food without the use of chemicals
   b. ____ work with organized groups to demand pollution controls
   c. ____ create his own sources of energy
   d. ____ lead a revolt against the government
   e. ____ live a simpler lifestyle
   f. ____ wear gas masks

4. Use of nuclear energy is a way of solving health problems caused by use of fossil fuels. T F

5. Foods may be made more healthful by leaving out preservatives and dyes. T F

6. Modern technology has developed emission controls for the automobile exhaust system. As these are increasingly put into use, which of the following health problems can we expect to see improve? More than one answer may be checked.

   a. ____ irritated and infected eyes
   b. ____ asthma
   c. ____ emphysema
   d. ____ mumps
   e. ____ appendicitis
   f. ____ sore throats

7. People in primitive societies are more self-sufficient than those in technological societies. T F

8. People in primitive societies get more exercise than in technological societies. T F

9. Our ancestors in the United States had self-sufficient families. Which of the following things do you think a self-sufficient family would do? More than one answer may be checked.

____ grow their own vegetables
____ keep a cow or goat
____ grow sugar cane
____ build their own home
____ culture antibiotics
____ make cheese
____ keep bees
____ collect wood or peat or some other fuel
____ manufacture methane
____ use solar energy devices
____ manufacture a product to sell for cash
____ build roadways around their property

10. If a family wishes to be self-sufficient in vegetable production in their own yard and garden, which of the following items of trash and garbage can be buried or composted to fertilize the land?

____ newspapers
____ vegetable peelings
____ throw-away bottles
____ plastic containers
____ tin cans
____ table wastes
____ wood ashes from fires
____ coal ash
____ worn-out clothing
____ old shoes (leather)
____ wash water

## UNIT THREE - FAMILY DYNAMICS

### A. AGING

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the aging process as natural and ongoing for self and family members.
. . . understand the general spectrum of aging.
. . . show awareness of others who are further along in the aging process.

### SUGGESTED ACTIVITIES

1. Prepare a montage of people and animals at different age levels from pictures cut out from magazines.

2. Discuss what animals/people do in order to prepare for changes which occur because of the aging process.

3. Have students talk about people - the age of their grandparents, and their parents' older brothers or sisters - to understand how they are similar and how they are different.

4. Describe differences in movement between different members of the family because of age.

### SAMPLE QUESTIONS

1. Some old people show signs of memory loss. T F

2. Loss of hearing happens with older people more so than younger people. T F

3. The welfare agencies help older people:

   a. ____ to adopt a child
   b. ____ to find areas to live
   c. ____ to check on their bank accounts
   d. ____ by giving out medicine

4. Old, middle-aged, and young people need companionship, interesting activities, and encouragement. T F

5. Balanced diets contribute to health, no matter what one's age. T F

6. The health needs of older people are the same as those of people of any age. T F

7. Staying in good physical condition is important, especially as one gets older. T F

8. Family members can help the aging process of their parents by

   a. ____ staying away from their parents

   b. ____ encouraging their parents to move to a warmer climate

   c. ____ encouraging their parents to remain active within the home and community

   d. ____ signing their parents up for dance lessons

9. Families must remember that many older people need help and will be needing it more and more. T F

10. When you help with the work around the house, it should usually make you feel:

    a. ____ sad and misused
    b. ____ mad and unwanted
    c. ____ happy and needed
    d. ____ tired and unhappy

B. DEATH AND LOSS

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know death and loss as a natural sequence.
. . . understand natural and Accidental causes of death and loss.
. . . show sensitivity to different death/loss procedures.

SUGGESTED ACTIVITIES

1. Show film, "Today My Turtle Died," or "Charlotte's Web."

2. Identify permanent or temporary loss: death, divorce, absenteeism.

3. Read portions from books on death and dying that give emotional reaction and discuss. "Brian's Song" and "Eric" are two examples.

4. Discuss the stages of death and dying; denial, anger, bargaining, depression, acceptance.

SAMPLE QUESTIONS

1. Death of a human being or animal means:

   a. ____ breathing stops
   b. ____ no heart beat
   c. ____ going to sleep
   d. ____ lack of movement

2. All living things die some day. T F

3. Thinking mean thoughts about a person could bring about that person's death. T

4. Divorce can cause some of the same feelings as death. T

5. Crying when you have lost a friend or pet means you are weak. T

6. A sympathy card is one way to express your sorrow to the family of someone who has died. T

7. Learning to say goodbye helps some people to accept death. T

8. When a friend moves away people usually feel sad. T

9. Families losing a member because of death may need:

a. ___ someone to talk to
b. ___ more money
c. ___ some time by themselves
d. ___ to forget about the loved one

10. When parents get divorced, the following agencies could be helpful to the family:

a. ___ courts
b. ___ churches
c. ___ mental health clinics
d. ___ environmental protection ager

C. PARENTING

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . understand parental roles.
. . . know the interchangeability of most male and female roles.

SUGGESTED ACTIVITIES

1. Collect pictures of families. Tell a story about the pictures.

2. Discuss jobs performed around the house by mother and father.

SAMPLE QUESTIONS

1. Children from the same family can be different in how they look. T

2. Unhappy families can be the cause of their children having problems in school. T

3. If you have a problem, it is best to forget it and not tell anyone. T

4. Sometimes we don't always listen to people when they talk to us. T

5. Parents shouldn't ask children for advice in solving family problems. T F

6. A family is usually a happy one when everyone treats everyone else well. T F

7. Children should not pester their parents because:

   a. ____ parents work hard all day and might be tired.

   b. ____ the parents might get mad.

   c. ____ only bad children bother their parents.

   d. ____ parents are mean.

8. As we get older, we are more able to know what is right and what is wrong. T F

9. Children can be treated differently as they get older and smarter. T F

10. Good family members can be depended on to do their share of the work around the house. T F

D. WELLNESS AND ILLNESS

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know factors that create happy families.
. . . understand the processes that sustain healthy families.
. . . show awareness of individual contributions to healthy families.

SUGGESTED ACTIVITIES

1. Have children collect pictures which depict different activities that promote physical well-being.

2. Ask children to role play activities which promote physical and emotional health.

3. Play the game, "What Might Happen If:" you didn't get enough sleep? you only ate sweets? you didn't take a bath in a week? you didn't get your shots? you didn't brush your teeth?

4. Practice a health skill to promote good health in the family: proper dental care, keeping clean, etc.

## SUGGESTED QUESTIONS

1. Helping children feel good about themselves affects the health of the family. T

2. Family decisions made only by one person could show a lack of confidence in other family members. T

3. A family which has a member with a broken leg would be considered unhealthy. T

4. Choose the healthy answer to express anger:

   a. ___ going outside and running
   b. ___ hitting your brother or sister
   c. __ throwing a book across the room
   d. __ yelling at your dog

5. A duty of a family is to pass on traditions and beliefs of their society. T

6. Sharing thoughts and feelings within the family helps the family understand each other. T

7. Immunizations against polio, diptheria and typhoid are no longer necessary because they are rare diseases. T

8. A messy room could have an effect on the health of the family. T

9. Taking a bath regularly is only important for the children in the family. T

10. If you should stretch the truth to make your mother happy, this would show that you are a good communicator. T

## UNIT FOUR - GROWTH, DEVELOPING AND AGING

### A. BODY SYSTEMS

#### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about these parts of the body: cells, skin, bones, senses, heart.
. . . interpret models or diagrams of these body parts.
. . . show interest in learning and caring for the human body and its parts.
. . . perform basic hygiene, safety, health actions.

#### SUGGESTED ACTIVITIES

1. Using a stethoscope, listen to peers' heartbeats.

2. Do life-sized body silhouettes by tracing peers' bodies on paper. Compare differences in body structure and size.

3. Play games, utilizing cards having body parts on one side and function and care on the other.

4. Select pictures of foods that help in the health of different body parts.

5. Hang two identical diagrams of the human body, illustrating body parts and organs, on the wall. Divide the students into two teams. The members of each team should stand in a line in front of one of the diagrams. The teacher then names a body part or organ or describes its physical appearance or function. The two students at the head of each line try to locate the body part on the diagram. Whoever points to it first gets one point for his team. These two students then go to the end of the line and the next pair gets a chance. The team that makes 15 points first wins that game, and a new one may be started.

#### SAMPLE QUESTIONS

1. Next to each body part, write the number of the body system. Each number may be used only once.

| | | |
|---|---|---|
| a. ____ kidney | 1. | Nervous system |
| b. ____ veins | 2. | Digestive system |
| c. ____ lungs | 3. | Respiratory system |
| d. ____ liver | 4. | Excretory |
| e. ____ brain | 5. | Circulatory system |
| | 6. | Endrocrine |
| | 7. | Skeletal |

2. Next to each body part, put the number of the correct body function.

| | | |
|---|---|---|
| a. ____ kidney | 1. | Stores urine until it leaves the body |
| b. ____ stomach | 2. | Carries messages to the brain |
| c. ____ sensory nerves | 3. | Supports the body |
| d. ____ bladder | 4. | Receives food |
| e. ____ bones | 5. | Pumps the blood |
| | 6. | Removes waste from the blood |
| | 7. | Carries blood from heart to all parts of the body |

3. During the years from 9 to 15, different parts of your body will be growing rapidly at different times. T F

4. Some common diseases like mumps and measles cause us to grow less than ordinarily would. T F

5. Without sufficient iron in the diet:

a. ____ our teeth become discolored and crooked.
b. ____ our bones are weak and break easily.
c. ____ we lack enough oxygen-carrying material in our blood.
d. ____ we become red in the face and perspire.

6. The pituitary gland in the brain:

a. ____ helps digest fats and carbohydrates.
b. ____ is most concerned with your growth.
c. ____ insures a regular, slow heart beat.
d. ____ controls the flow of urine from the bladder.

7. Blocking a nerve impulse from the brain to the arm would:

a. ____ prevent you from moving your arm.
b. ____ cause coughing, sneezing, and watery eyes.
c. ____ cause the arm to be shorter than the other.
d. ____ make you breathe more rapidly.

8. From the time you are born until you are fully grown, your trunk will grow about how many times its original size?

a. ____ five times its original size.
b. ____ one time its original size.
c. ____ three times its original size.
d. ____ six times its original size.

9. When you are sick, it is:

a. ____ hard to be pleasant to friends and family.
b. ____ fun to go to the amusement park.
c. ____ easier to solve math problems.
d. ____ enjoyable to clean out the garage.

10. When we are feeling healthy, we are most likely to take part in a lot of activities. Next to each activity below, put (1) next to those things we would do when feeling healthy, and (2) next to those activities we might do if not feeling well.

    a. ____ does 10 math problems in 20 minutes with no mistakes.
    b. ____ goes skiing with the family.
    c. ____ stays in bed thinking gloomy thoughts.
    d. ____ goes to the doctor.

B. HUMAN LIFE CYCLE

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about personal growth.
. . . understand facts and principles of growth, increasing ability, and human variations.
. . . show sensitivity to other's growth patterns.

SUGGESTED ACTIVITIES

1. Choose a peer with whom to compare height and weight. If there are differences, think about and discuss possible reasons for those differences.

2. Discuss the influence of exercise, rest, and diet upon growth.

3. Devise games and activities in which others, who are experiencing difficulty based on growth and ability, can be successful.

4. Through research, reading, and observation, identify similarities and differences between males and females. Include descriptions of similarities and differences on a chart. From the individual lists, have a committee of students compile a class list of similarities and differences between males and females and duplicate enough copies of this chart for each student.

SAMPLE QUESTIONS

1. I can help my body to grow stronger if I choose to play outside instead of watching television. T

2. You should try to have different illnesses to help you grow stronger. T

3. Keeping clean will:

   a. ____ prevent illnesses caused by germs that might slow the growth rate.
   b. ____ wither the skin if too much water is used.
   c. ____ not be important in order to grow.
   d. ____ only be important if the person does not get enough sleep.

4. Getting into the habit of eating candy instead of fruits or vegetables gives more pleasure and, therefore, helps us grow stronger. T F

5. A baby grows slower in the first year of life than later on. T F

6. Each person needs to eat the same amount of food for good nutrition. T F

7. If a person lives in a poor environment, the person will still grow to maximum size and be healthy. T F

8. Your growth will:

   a. ____ tend to be like the growth of one of your family.
   b. ____ be exactly like everyone in your family.
   c. ____ be unlike everyone in your family.
   d. ____ be less like your parents than your classmates.

9. If I have had an argument with my best friend, I would:

   a. ____ ignore it and act like it never happened.
   b. ____ point out to my friend why he was wrong.
   c. ____ hit him if all else fails.
   d. ____ talk about how we were both wrong.

10. Practicing good table manners at home will prevent you from feeling embarrassed and self-conscious when eating in public. T F

C. COPING AND MASTERING

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about basic coping and mastering behavior.
. . . apply concepts and principles of coping and mastering to new and difficult situations.
. . . show awareness of the importance of learning to cope with and master new and difficult situations.

## SUGGESTED ACTIVITIES

1. Make a bulletin board display of pictures showing things that cause stress. Name some people who can help those who have difficulty with coping and mastering. Suggest possible ways of dealing with each pictured stress.

2. Tell several different endings to a story, the beginning of which illustrates a stress situation. Finish the sentence: "When I make a mistake, I feel . . . ."

3. Think about and answer the questions: "Do you always get what you want? If not, what do you do? Are you satisfied with what you do in order to get what you want? How else might you get what you want?

4. Before a mirror, act out ways you might show different feelings. See if the way you look while showing some of your feelings surprises you.

## SAMPLE QUESTIONS

1. An 11-year-old boy used to "be afraid" when called on to read in class. After reading in a small group for awhile, he is gradually overcoming his fear. His reading is likely to have:

   a. ____ gotten worse
   b. ____ remained the same
   c. ____ gotten better
   d. ____ ceased altogether

2. An overweight student recently had a conference with the school nurse. The student is now charting eating habits and is gradually losing weight. The student probably is feeling:

   a. ____ cheated our of food
   b. ____ dislike toward the nurse
   c. ____ less self-control
   d. ____ more self-respect

3. A grade student does not feel capable of doing good schoolwork and, although the ability level is good, has fallen behind in school. Which of the following choices might be the best way to help improve personal control of the situation:

   a. ____ give up and just not try.
   b. ____ cooperate with a parent tutor.
   c. ____ pretend to understand to save face.
   d. ____ look at the faults of others and criticize them.

4. One way to reduce worry is to talk with friends about the thing causing you to worry. T F

5. The mother of a fourth grade student used to feel embarrassed at baseball games because her child stomped, sulked, and pouted if the team was losing. Now that the child has become a better sport, the mother is probably feeling:

a. ____ disappointed
b. ____ worried
c. ____ pleased
d. ____ anxious

6. A person may help himself in a group by practicing better ways of behaving. Check all of the ways in the list below which would be helpful in getting along with others.

a. ____ being polite at home
b. ____ throwing temper tantrums
c. ____ being yourself
d. ____ being like others
e. ____ looking your best
f. ____ getting into fights

7. How we handle failures and successes has a lot to do with how we cope with life. T F

8. Place a check before the following sentences which show that a person is behaving properly.

a. ____ I throw a temper tantrum.
b. ____ I fight at least once a day.
c. ____ I have several friends.
d. ____ I get stomach cramps at school.
e. ____ I talk about angry feelings.
f. ____ I can try again after a failure.
g. ____ I feel good about myself.

9. A good means of coping with a frustrating situation could be:

a. ____ make a list of all your friends.
b. ____ try to do only one thing at a time.
c. ____ read a book on safety.
d. ____ reward yourself with food.

10. Which unpleasant feeling should be controlled when trying to get along with another person?

a. ____ cheating
b. ____ pride
c. ____ anger
d. ____ worry

## UNIT FIVE - MENTAL HEALTH

### A. ETHNOCENTRISM

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the elements of a multicultural society.
. . . understand the uniqueness of a pluralistic society.
. . . accept differences of races and cultures.
. . . relate different cultural art forms to own art forms.

### SUGGESTED ACTIVITIES

1. Discuss bulletin board pictures of various cultural groups; describe those in the United States. Have each class member find out and introduce self as an American with ethnic origins of _____. Have students draw pictures throughout week showing family (cultural) ways of living, playing, eating, etc. From historic perspective, share stories of how different cultural groups interacted. Progress from distant to nearby cultural experiences in tolerance. Focus on positive, but allow time to discuss differences and difficulties to be considered for lessons that can be learned.

2. Find stories to read regarding adjustment of children or families to strangers moving in. (Compare reaction of communities with common culture to military communities with a wide variety of cultural styles.) Using "People in Families" (A Taba Program in Social Science), identify interesting differences. Have guest speakers present interesting, fun features of their culture - games, food.

3. After studying various cultures, have student create a picture or story or model that indicates what he appreciates in another culture. For a short time, ask all students to pretend to be from the same cultural background, predict what would happen if all had the same habits/patterns. Have guest representative of culture to observe and comment after regarding nearness to cultural pattern. Arrange art and music shows, demonstrating typical traditional and current art/music/dance. Allow for discussion of similarities, differences, and personal preferences. Allow for creating own story and art form that is impressed by impact of different cultures.

4. Have the children collect pictures, showing people of different ethnic groups from all over the world involved in different activities. Use the pictures for a bulletin board or to motivate discussion along the following lines:

   a. In what ways are all of the people in these pictures <u>alike</u>? (All have hair, eyes, skin, etc.)

b. In what ways are all of the people in these pictures <u>different</u>? (colors of hair, eyes, skin, etc.)

c. Which people have almost the same hair color? Eye color? Skin color? Ask the children to focus on themselves and continue discussing likenesses and differences.

d. In what ways do we look like one another (eyes, ears, nose, arms, skin, hair, etc.)?

e. How are we special or different from one another (features that are different in size, shape, color, etc.)?

f. Ask individual children to find someone else in the class with the same eye color, hair color, skin color, etc. Make sure the likenesses and differences are discussed in a positive manner.

5. Have students examine their fingerprints, using a microscope or magnifying glass. They can compare them with the eight basic patterns used by the FBI. They might also enjoy fingerprinting family members and comparing results. Consider:

   a. Do any two people have the same prints?

   b. Can you tell a person's ethnic background from a fingerprint?

   c. The FBI has the largest collection of fingerprints in the world. Why is fingerprint identification important in crime detection?

   d. Can physical traits, such as fingerprints be changed? Can cultural traits be changed. What is the difference between the two? Discuss.

6. Display pictures of people with different skin color, and discuss the following questions:

   a. Do all of the people have the same skin color? How would you describe each person's skin color?

   b. Sometimes you hear people say, "he has black skin" or "he has white skin" or "he has brown skin" or "he has yellow skin." Think about these colors. Does anyone really have skin these colors.

   c. Look around the room. How many shades of red do you see? Brown? Yellow? Look at the pictures again. What color skin does each person have?

d. Look at pieces of red, yellow, brown, black, and white construction paper. Point out that actually no one is the color of the paper. Colors serve only as a means of grouping people - and not a very good one at that. If all people in the world stood in a line with the darkest at one end and the lightest at the other, it would be impossible to tell where one racial group left off and the next began.

e. What color skin do you have? Have children examine one another's skin and compare the variety of shades. They might use a magnifying glass. Would it be easy to duplicate the different skin with crayons or paints? Try and see!

SAMPLE QUESTIONS

1. Kim, a new student in your class, is from Japan. You want to help her feel accepted. Which of the following ways would make her feel accepted? (There is more than one answer.)

a. ____ laugh at her accent.

b. ____ share your potato chips with her during recess.

c. ____ ask her to write your name in Japanese characters.

d. ____ ask her about the Japanese Cherry Blossom Festival.

e. ____ ask her why the Japanese so cruel in World War II.

f. ____ question the shape of her eyes.

2. There is no need to talk to people about their culture. T F

3. Your mother tells you to stay away from all Mexicans. They are sneaky and dishonest. You already have a nice Mexican friend at school. It might help to:

a. ____ go to your friend and tell him you can never see him again.

b. ____ ask your mother if you can invite the classmate over to give him a fair chance.

c. ____ argue with your mother and tell her you can be friends with whomever you want.

d. ____ ask your mother if you can go to the show with Judy but secretly meet your Mexican friend.

4. To say that American products are the best shows a cultural bias. T F

5. Match the group of people to the customs:

a. ____ Yom Kippur is the most solemn and holy day of the year.

b. ____ Boy's Day is celebrated by flying giant paper carp on high poles over homes with boys in the family.

c. ____ Cinco de Mayo is a national holiday celebrating the triumph over the French Army on May 5, 1862.

d. ____ The birthday of Martin Luther King on January 15 honors the man who was a leader in his race's struggle for equal rights.

e. ____ The Kachina Dances celebrate the spirits of the earth coming to give blessing for a fruitful harvest.

f. ____ The Fourth of July is the celebration of independence from Great Britain.

1. Hopi Indians
2. Japanese
3. Chinese
4. Judaism
5. Mexican
6. Afro-American
7. American
8. Russian
9. English

6. Put a check next to the following statements that are not true, or are myths or stereotypes of a race or culture. If it is a statement of fact, leave it blank.

   a. ____ Mexicans are lazy.

   b. ____ The Japanese have many interesting art forms.

   c. ____ Black Americans have good rhythm.

   d. ____ African Nations have a long history of art and civilization.

   e. ____ Russian people are evil.

   f. ____ American Indian tribes are alike.

   g. ____ Chinese include rice as an important part of their daily diet.

   h. ____ English people are stiff and formal.

   i. ____ India has a great number of poor people.

   j. ____ Italians have quick tempers.

   k. ____ Polish people are not very intelligent.

   l. ____ People from India eat food that is very spicy and hot.

7. The American idea of man's control over nature has:

   a. ____ destroyed many natural resources.

   b. ____ stopped air pollution.

   c. ____ helped to keep lakes and rivers clean.

   d. ____ kept cities free of pollution.

8. The names of most of the states in the United States originate from the language of the:

   a. ____ French  c. ____ American Indian
   b. ____ English  d. ____ Italian

9. Midwest Americans are the only people who speak the true American English. T F

10. Because the United States is the richest country in the world, its people are the hardest working people in the world. T F

B. GROUP LIFE

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that each of us is a member of one or more groups.
. . . recognize that groups do things together and are supportive to members.
. . . appreciate that membership in a group can give one of a sense of pride.

SUGGESTED ACTIVITIES

1. List all the kinds of groups it is possible to belong to.

2. Discuss advantages and disadvantages of belonging to groups.

3. As an example, use groups that class members belong to and share with others the duties required and support which is received.

4. Identify the roles of the members of groups (leaders and followers).

SAMPLE QUESTIONS

1. The group leader is more responsible than any other member of the group. T F

2. Sarah wanted to be a responsible member, so when she was not elected president, she:

a. ____ got mad and left the group.
b. ____ refused to do any work.
c. ____ would speak only to the people who voted for her.
d. ____ offered to do another job for the group.

3. The actions of one person can affect how the rest of the group feels and acts. T F

4. Your class votes to have a car-wash to raise money for a class picnic, and Steve doesn't like to wash cars. If Steve were to show a supportive behavior, he would:

a. ____ refuse to join in on the car-wash.
b. ____ have his mother write an excuse about his being sick.
c. ____ go along with what the group has decided is best.
d. ____ go for part of the time and leave early.

5. Joe, a member of your scout troop, sells the most raffle tickets. The group applauds him, and you feel:

   a. ____ like there is no use trying because you never win.
   b. ____ that Joe must have cheated.
   c. ____ happy that Joe is getting recognized for his hard work.
   d. ____ like you want to quit the group.

6. Jean sits with five other students in a group of desks. The class decides to regroup, and no one asks her to join them. Jean might:

   a. ____ feel glad.
   b. ____ feel hurt.
   c. ____ feel secure.
   d. ____ have no feelings.

7. Persons in a good group would probably be comfortable and secure from the first meeting. T F

8. Meeting your own needs can sometimes interfere with the needs of the group. T F

9. In a group, it is important for one person to act as leader and solve all problems. T F

10. If you are an absent group member, your group will probably work just as if you were there. T F

C. PERSONALITY DEVELOPMENT

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the classification and categories of personality differences.
. . . recognize that environment contributes to the differences between people.
. . . accept differences in people.
. . . demonstrate through role-playing, different emotional and behavorial responses for a given situation.

SUGGESTED ACTIVITIES

1. The teacher makes available a large supply of old magazines, newspapers, crayons, water colors, scraps of construction paper, glue, clay, paper mache, scissors, etc., and gives each student a grocery bag. Students are to find things in the materials available, representing that which they do not wish to share, and put them inside the bag. The student is to draw, paste, and staple pictures and objects on the outside of his bag that he feels represents "who he is" and which he is willing to share with other students. Small groups can be formed for students to discuss what they created on the outside of their bags. After discussion of outside of bags, group members may volunteer to pull objects from the inside of their bag and reveal something of their private self. Students might keep the bags for a week, a month, or a year and add, subtract, and reveal private self throughout the school year in small group meetings.

2. The student selects either a positive or negative quality and keeps a diary about the effect of this quality upon one's actions.

3. Conduct a class discussion on ways to reinforce positive qualities and alternative ways to change negative qualities.

4. Role play alternative behaviors.

SAMPLE QUESTIONS

1. Choose the emotion that best fits, and put its number in the blank.

   a. John wanted to go to the movie with his friends, but his parents said "no." He felt _____.

   b. Tom thinks his brother gets more toys and attention from his parents than he does. He felt _____.

   c. Larry made 100 on his spelling paper for the first time. He was _____.

   d. Mark gets teased, picked on, and somtimes beaten up on his way home from school. It is nearly time for the bell to ring. He feels _____.

   e. Jane's best friend moved away. She feels _____.

   f. Sarah had to redo her math paper three times. She felt _____.

   g, Mary had a birthday and was surprised with a new puppy. She felt _____.

   h. Tina came home feeling tired and cross. Mother listened to her, made her a cup of chocolate, and read her a story. She felt _____.

   1. happy
   2. loved
   3. frustrated
   4. lonely
   5. angry
   6. proud
   7. afraid
   8. jealous

2. Anger is normal emotion. T F

3. If another student makes you mad on the playground, the best way to deal with it is to hit him. T F

4. When Bob got the position of captain of the football team that Tom wanted, Tom decided not to invite Bob to a cookout at his house. Tom felt:

   a. ____ sick
   b. ____ tired
   c. ____ jealous
   d. ____ melancholy

5. When a person is depressed, he usually acts:

   a. ____ happy and excited  c. ____ sad and quiet
   b. ____ eager and friendly  d. ____ quiet and secure

6. It is important to take responsibility for my own feelings and not blame or make someone else responsible. T F

7. How I feel about myself inside often determines how I think others feel about me. T F

8. Since the teachers are the grown-ups in the classroom situation, it is their job to make sure everyone feels good all the time. T F

9. If you see someone on the other side of the room whispering, it means they are talking about you. T F

10. At recess, Paul was not invited to play ball with the guys, he blames them for making him feel left out. In the future it might help Paul to:

    a. ____ insist on a special invitation for all games.
    b. ____ realize his feelings of being left out are caused by his inside feelings about himself rather than from others.
    c. ____ discuss this problem with the principal and ask to be moved to a new classroom.
    d. ____ ask the teacher to talk to the boys about their mean behavior.

D. SEXISM

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know common rhymes, literature, books, and other material that promote sexism.
. . . understand the basic concepts of sexism.
. . . show sensitivity to sexist and non-sexist differences between boys and girls.

SUGGESTED ACTIVITIES

1. a. Start a family scrapbook illustrating roles and responsibilities of mothers, fathers and children in the family unit. Use pictures out of old magazines or newspapers. Write short stories for the family-life scrapbook.

   b. Draw a picture of yourself and your parents to include in the scrapbook.

c. Discuss family life, using the "Beginning the Human Story" teaching pictures.

d. Have each student bring in his favorite toy. Ask them whether they feel they are "girl" or "boy" toys. How many are both?

2. a. Ask students to talk about their "chores" in the home. Are the boys given masculine jobs and girls feminine ones? Is this fair?

b. Discuss how primary sex characteristics determine how people treat you, expectations people have of you, etc. Is this changing?

c. List what male and female roles in society are in general: behavior, work, responsibilities, etc. Have students form small groups to formulate basic lists to present to entire class for listing on board.

d. Draw pictures of self and analyze.

e. List good and bad things about being a girl (or boy) and evaluate feelings. List what you do and do not like about the opposite sex.

3. a. Ask students to list the ways in which all babies are alike. Have a new baby visit class. Keep a secret what the baby's sex is and have the children write down what they think and why.

b. Ask students to try to remember stories about being a baby. Do girls and boys remember the same kinds of things and situations?

c. The student lists five things girls can do and five things the boys can do. Then the girls do the boys' jobs and boys do the girls' jobs. Is there any job that a girl couldn't do? Is there any job that a boy couldn't do? Why do boys and girls think they can't do certain chores or jobs?

4. a. Identify relays that use different large muscle groups. Form teams. Run the relays, and discuss the kinds of skills that were observable. Repeat relays after discussion to see if students become more aware of the non-sex related physical skills ability.

b. List the traditional adjectives that describe girls and different adjectives that describe the same quality in boys. Then discuss the negative and positive connotations of these labels:

| Girls | Boys |
|---|---|
| tomboy | athletic |
| gentle | aggressive |
| dependent | independent |
| emotional | objective |
| illogical | logical |

5. a. Identify relays that use different, large muscle groups. Form teams. Run the relays and discuss the kinds of skills that were observable. Repeat relays after discussion to see if students become more aware of the non-sex related physical skills ability.

   b. Show how a boy/girl should act.

   c. Show how a boy/girl should not act.

## SAMPLE QUESTIONS

1. More men than women are:

   a. ____ first grade teachers
   b. ____ school nurses
   c. ____ school librarians
   d. ____ school assistant principals

2. There are more male than female doctors because:

   a. ____ women do not want to be doctors.
   b. ____ men are smarter than women.
   c. ____ women should be nurses.
   d. ____ women have been discouraged as a group from being doctors.

3. Due to role stereotypes, more people would approve of a boy who wants to be a:

   a. ____ nurse
   b. ____ kindergarten teacher
   c. ____ school secretary
   d. ____ P.E. teacher

4. When children are encouraged to elect class officers, they should:

   a. ____ select the best girl to be secretary.
   b. ____ select the best boy to be president.
   c. ____ select a boy to be class treasurer because they are better in math.
   d. ____ select either a boy or girl to any office that he/she can do best.

5. Cooking is a job in which men may find great satisfaction. T F

6. Girls who want to be nurses are more ladylike than girls who want to be doctors. T F

7. Men make better engineers than women because they can learn mathematics easier. T F

8. A school counselor should:

   a. ____ help boys become doctors and girls become nurses.
   b. ____ help girls become doctors and boys become nurses.
   c. ____ help boys to become good husbands and girls good wives.
   d. ____ help boys and girls to learn about jobs in which they have an interest.

9. Girls who want to play little league baseball are usually:

   a. ____ liked by boys.
   b. ____ called tomboys.
   c. ____ supported by everyone.
   d. ____ helped only by their fathers and not by their mothers.

10. One idea that has helped to oppress women is the idea that:

   a. ____ the man is given the role of head of the family.
   b. ____ women can cook better than men.
   c. ____ children must respect their father.
   d. ____ children must respect their mother.

E. STRESS AND TENSION.

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . demonstrate the effects of stress and emotion on practical situations.
. . . enjoy helping others review responses to stressful situations.
. . . sense through visual and auditory cues when others are under stress.

SUGGESTED ACTIVITIES

1. Relate a stressful experience. Discuss how that experience of fear and anxiety could have been avoided and how you could have responded differently to the situation.

2. Discuss the need for personal space and how we feel when our space is invaded.

   a. Allow students, individually, to find a place in the classroom where they feel comfortable. Spend a given period of time everyday for a week there. Allow them to bring books, games, etc., into their environment. Teacher is encouraged to participate. Discuss feelings about their individual environment.

b. One half of the students will visit a friend in their environment. The other half will be a host or hostess. Discuss feelings and roles of guest and host/hostess, differences between being alone and having a guest, etc. Discuss objects brought into environment to make it more comfortable. Teacher is encouraged to participate.

3. Form small groups, put on blindfolds, and pass around a variety of objects to touch. Talk about sensations and feelings from the experience.

4. In partners, one person puts on a blindfold and is led by the other on a "trust walk." Reverse roles. Discuss feelings.

SAMPLE QUESTIONS

1. A student who moves to a new place behaves:

   a. ____ badly at first, then later improves.
   b. ____ differently until he makes friends and knows everyone well.
   c. ____ badly and has to fight to prove himself
   d. ____ the same as he always does.

2. It is your first time going downtown on a bus and you get separated from your friend. You might feel:

   a. ____ tense and worried about how you're going to get home.
   b. ____ calm, you'll get home somehow.
   c. ____ like crying to attract someone's attention.
   d. ____ happy to try to hitchhike home.

3. When you are worried about something and feel tight and uneasy, the feeling might be called:

   a. ____ eager or excited
   b. ____ overjoyed or happy
   c. ____ ashamed or embarrassed
   d. ____ stress or tension

4. When Ann first joined Scouts, she joked and acted sillier than she usually does because:

   a. ____ she had recently read a good joke book.
   b. ____ she wasn't sure how to act with the new group.
   c. ____ the leader was a friend of her mother.
   d. ____ things in the group were funnier than usual.

5. If a student is late for school, she would probably feel tense and nervous. T F

6. When the teacher called on Susan and she didn't know the answer, she felt:

a. ____ eager
b. ____ hopeful
c. ____ jealous
d. ____ tense

7. When a new student comes into class, you could help him feel relaxed by:

a. ____ clapping when the new student comes in.
b. ____ asking the teacher to sit by the new person.
c. ____ hoping others will like the new student.
d. ____ smiling and acting friendly toward the new student.

8. When your friend Mike is having trouble with his parents, it would help him to:

a. ____ agree with him that his parents are mean.
b. ____ explain to Mike's parents that they are making him angry.
c. ____ help him to run away if he wants to.
d. ____ listen to Mike and try to understand his feelings.

9. Jim is a weakling if he sometimes needs help with solving his problems. T F

10. If Jean would like to talk over a problem that is not too serious, it would be silly to try to get an appointment with a school counselor. T F

## UNIT SIX - PHYSICAL FITNESS

### A. RELATIONSHIP BETWEEN ACTIVITY AND HEALTH

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that physical activities have an effect on body systems.
. . . apply the knowledge that physical activities have effects on the body.
. . . show interest in the subject by participating in physical activities.
. . . know sequences of steps to perform physical activities (games and dances).

### SUGGESTED ACTIVITIES

1. Have students put their hand on their hearts before and after running a lap.

2. Make a stethoscope out of a funnel and some rubber tube. Also learn to take pulses for one minute. Make a chart of different types of physical activity, leaving space to write in the pulse rate at rest and after exercising. Take pulses, record on the chart, perform the exercise, take the pulse again, and record on the chart again.

3. Select a favorite physical fitness activity and demonstrate activity to group.

4. Ask the student to wiggle, bounce, shake, swing arms and legs, sway, clap hands front and back, stamp feet, crouch, stretch, touch the floor on all sides, move the head, balance on one leg in various positions, balance on one leg and one hand and perform any other movements they can think of without moving from their spot. Perform the movements:

   a. At different speeds.
   b. To music.
   c. In combinations of the student's choice.

### SAMPLE QUESTIONS

1. Physically fit individuals:

   a. ___ have a brighter outlook on life
   b. ___ generally have bad attitudes
   c. ___ are depressed more easily
   d. ___ are usually maladjusted

2. Check which three systems of the body would work better for physically conditioned persons.

   a. ___ sensory
   b. ___ digestive
   c. ___ respiratory
   d. ___ endocrine
   e. ___ reproductive
   f. ___ circulatory
   g. ___ urinary
   h. ___ skeltal
   i. ___ muscular

3. Which of the following shows a better level of fitness:

   a. ___ resting pulse of 50 beats 1 minute
   b. ___ resting pulse of 60 beats 1 minute
   c. ___ resting pulse of 70 beats 1 minute
   d. ___ resting pulse of 80 beats 1 minute

4. Because circulation is improved in a conditioned body, the blood can remove waste products from the muscles more easily. T F

5. Muscle soreness in an unconditioned body may be the result of an increased supply of blood to the muscle. T F

6. In order to improve your overall physical condition (keep in shape), you should learn proper procedures for relaxation. T F

7. Which four of the following activities promote good physical conditioning.

   a. ___ reading
   b. ___ watching TV
   c. ___ skiing
   d. ___ isometrics
   e. ___ card games
   f. ___ cycling
   g. ___ automobile riding
   h. ___ attending football game
   i. ___ surfing
   j. ___ chess
   k. ___ darts

8. Which one of the following would be the best activity to improve coordination of feet and eyes.

   a. ___ baseball hitting a thrown ball
   b. ___ basketball (dribbling)
   c. ___ soccer
   d. ___ volleyball

9. A person will develop muscles of the arms, back, chest, and neck more quickly by a program of:

   a. ___ basketball
   b. ___ soccer
   c. ___ cross country running
   d. ___ gymnastics

10. A person's physical fitness is improved most by a regular pattern of:

   a. ___ riding to school on the bus
   b. ___ being driven to school by a parent
   c. ___ walking to school
   d. ___ riding a motorbike to school

## UNIT SEVEN - PREVENTIVE HEALTH

### A. BODY MAINTENANCE/HYGIENE

#### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know basic body maintenance needs (rest, exercise, hygiene, eating, love, and affection).
. . . apply theories of body maintenance to practical situations.
. . . show interest in body maintenance habits.
. . . perform basic health acts as demonstrated.

#### SUGGESTED ACTIVITIES

1. The teacher can provide the following items (ideally, one per pupil of toothbrushes, toothpaste, and adequate floss) and have the students properly clean their teeth daily until it becomes a noticeable habit.

   a. Invite a dentist, dental technician or school nurse to talk about tooth care and the importance of such.

   b. Make a bulletin board on tooth care for the class or as a hall project.

2. Show filmstrip on "Good Health Habits."

   a. Make posters to illustrate good health habits: cleanliness, diet, exercise, rest, and sleep.

   b. Role play a family situation in which the children learn good health practices by watching and observing their parents or other adults.

   c. Discuss the value of a complete medicine chest.

3. Show film on "How Not to Catch A Cold."

   a. Have students prepare a list of ways disease can spread:

      (1) In the school.
      (2) In the home.

   b. Draw a face on a large sheet of paper. Have each child trace his own hand and cut it out. Paste hand over mouth. Insert a Kleenex between hand and mouth. Write on paper: "Cover that cough or sneeze!"

   c. Materials: Cardboard dolls; clothes made from various kinds of fabrics for various seasons; clock which spins to different kinds

of weather conditions. Spin clock - where the hand of the clock stops determines the weather, e.g., sunny, rainy, cold and dry, or cold and wet. Ask children to dress doll appropriately. Explain reason for selection of clothes.

4. Have group discussion on different ways to keep one's body clean. Make posters showing ways we keep our bodies clean. As a group, make a list of good health habits. Have each student choose one to perform each day for 1 week. Make a chart for entire class and record tasks completed each day.

5. Make a poster of various forms of physical activity which would contribute to a healthy body.

6. Have each student determine how many hours of sleep they got last night. Let them make two clocks. The first is time they went to sleep and second is when they awoke. Show how to count hours. Discuss how much sleep you get most of the time. Do you think it is enough? Why or why not?

## SAMPLE QUESTIONS

1. Match the correct word with its definition:

| | |
|---|---|
| ____ they make oil and send it to the skin surface to keep it soft. | a. Hair root |
| | b. Nerve endings |
| ____ the salty liquid that comes out through the pores to keep the body cool. | c. Oil glands |
| | d. Perspiration |
| ____ they give us the sense of touch. | e. Pores |
| ____ tiny openings in the skin. | |

2. If you cannot brush your teeth after lunch, what is the next best way to clean your teeth?

a. ____ gargle with soda pop
b. ____ glide your tongue over your teeth
c. ____ rinse with water
d. ____ spit two or three times

3. Employers are likely to hire workers who look neat and clean. T F

4. Foods that spoil easily should be kept at:

a. ____ 50°F or below.
b. ____ 80°F or below.
c. ____ 78°F

5. You can live without one lung. T F

6. A person's heart rate is the same during rest or exercise. T F

7. If you did poorly on a pull-up test, check below which of the activities would help you improve.

   a. ____ playing in the band
   b. ____ practicing pull-ups
   c. ____ playing "tug-on-a-rope"
   d. ____ throwing a ball

8. Soap helps to remove oil mixed with dirt and bacteria on skin, so a person with very dry skin should:

   a. ____ seldom take a bath.
   b. ____ take fewer baths.
   c. ____ wear warmer clothing.

9. If you chip or break a tooth, you would:

   a. ____ have a dentist repair it right away.
   b. ____ have a dentist repair it during your next checkup.
   c. ____ forget about it.
   d. ____ stop smiling.

10. If an unusual skin condition appears, you would:

   a. ____ use a home remedy.
   b. ____ put some hand lotion on it.
   c. ____ scratch it often.
   d. ____ go to the doctor.

B. DISEASE: COMMUNICABLE/NON-COMMUNICABLE

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about common childhood communicable and non-communicable diseases.
. . . apply facts about common childhood diseases to practical situations.
. . . show interest in forming healthy habits.

SUGGESTED ACTIVITIES

1. Ask the student some disease prevention rules. List these. They should include:

   a. Get proper amount of sleep (10 hours).
   b. Sleep free from drafts.
   c. Brush teeth after breakfast, lunch, and dinner.

d. Eat healthful meals - breakfast, lunch, and dinner.
e. Dress properly for the weather.
f. Cover mouth when coughing and sneezing.
g. Wash hands after using restroom and before eating.
h. Take a bath or shower each day.
i. Stay home when sick.
j. Use your own toothbrush, washcloth and towel.

2. Make a check list of these health habits to be sent home so the parents and child could work together, keeping a record of what the rules were being obeyed. Ask to see them at the end of 2 weeks.

3. For the older children (third grade), they could play "20 Questions" to achieve this objective. Have the group select one member who will think of a communicable disease and, by asking questions that require a yes or no answer relating to cause, symptom, or treatment, the group will identify the disease.

4. Ask the students if they would like to have a Health Habits Contest. (The teacher should first review with the students basic health habits. List them on the board.)

   a. Each student who is observed practicing a good health habit will be given a token made out of cardboard, cut out and painted by the children.

   b. The students can also identify good health habits practiced by another student and receive a happy face token for himself as well as the student who was observed practicing the good health habit.

   c. At the end of the week, the tokens will be added up and the name of the student with the most tokens will be rewarded.

   Rewards:

   His name will be placed on the board as a student who showed the best health habits.

   He could be given a happy face pin which the teacher could make.
   He will be given a certificate, stating that he has shown outstanding performance in his knowledge and performance of health habits, which he could give to his parents.

5. Role play - sick and well.

   a. Ask the children to think of good health practices which they use to keep from getting sick, for example:

      (1) Immunized on time.
      (2) Not drinking out of another person's glass.
      (3) Covering the mouth when coughing.
      (4) Putting the lid on the trash can.

b. Ask the children to pair up in groups of two and select one example which they can role play - one child will be Mr. Sick and the other Mr. Well. Encourage the children to construct a little scene in which their example of a health practice can be demonstrated. (Have old clothes, make-up, and some props available so the children can dress up and even apply evidence of disease such as measles, mumps, and chicken pox.)

6. This relates to the many ways cold germs can be spread and the ways to avoid spreading them, also, ways to keep from catching a cold. The material needed is a picture of someone with a cold - drawing paper and crayons. Begin discussion of what it feels like to have a cold. Ask, "How can you tell that you have a cold?" List the symptoms on the chalkboard. Then ask, "What can you do to keep from spreading your cold to others?" Then discuss responses of:

a. Clean handkerchief or disposable tissues.
b. Cover their mouth when coughing or sneezing.
c. Not sharing candy bars, fruit, or drinking glasses.
d. Having their own toothbrush, washcloth and towel - use of paper towels at school. Ask them to list good health habits that would keep them from catching a cold.

Response should include:

(1) Wear clothing suitable to the weather.
(2) Keep warm and dry.
(3) Get enough rest and sleep; eat the proper food to keep up the body's resistance.

SAMPLE QUESTIONS

1. Which of these are examples of some common noncommunicable diseases:

a. ___ chickenpox, whooping cough, measles
b. ___ strep throat, mumps, earache
c. ___ smallpox, tetanus, colds
d. ___ cancer, diabetes, heart disease

2. A chronic disease is one:

a. ___ which is over quickly.
b. ___ which lasts a long time.
c. ___ which is caused by disease germs.
d. ___ you are born with.

3. Match the word to the correct definition:

___ anemia
___ vaccine
___ symptom
___ infection

a. A hormone that controls the body's use of sugar.
b. Movement of muscles which a person cannot control.
c. Dead or weak germs that are put into the body to keep you from getting a certain disease.

___ allergy

___ insulin

___ seizure

___ immunity

d. Symptoms like a rash or trouble with breathing that are caused in some people from coming into contact with certain substances.

e. The result of germs getting into the body.

f. A sign of a disease of an infection.

g. When a person cannot get a certain disease.

h. A lack of oxygen to the body cells caused by not having enough red blood cells.

4. You can catch a communicable disease from another person. T F

5. You can catch a noncommunicable disease from another person. T F

6. A communicable disease is one which:

a. ___ cannot be cured
b. ___ only children can get
c. ___ you are born with
d. ___ is spread from one person to another

7. Use more than one source about diseases because some are better than others. T F

8. Friends and parents are sometimes not the best source of information because they sometimes have misunderstandings or "old wives tales" about care for different diseases. T F

9. Matching - put a C for communicable diseases and a N for noncommunicable diseases beside the following causes:

___ caused by microbes
___ can be possibly affected by diet
___ spread from person to person directly
___ spread through food, water, insects
___ a person can be born with a weakness to get this type
___ a person can get a shot or vaccination to keep from getting this type

10. A noncumminicable disease is caused by:

a. ___ disease microbes
b ___ a difficulty within the body
c. ___ a vaccine
d. ___ red blood cells

## C. DISEASE PREVENTION AND CONTROL

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know specific facts about the prevention and control of common childhood diseases.
. . . apply concepts and principles of disease prevention to new situations.
. . . enjoy learning about and helping others understand and practice preventive disease measures.

### SUGGESTED ACTIVITIES

1. Begin discussion by having children tell about a time that they were sick. Have them construct a book about their illnesses. Draw a picture and write one or two sentences about each statement.

   a. When I had _____. I felt _____. (head, stomach, skin, fever, etc.)

   b. My body looks like this. Throat, eyes, nose, skin rash, mumps, etc.

   c. The person who helped me get well is _____doctor, mother, school nurse.

   d. What they did to make me well was _____.

2. Discuss habits that will help prevent diseases.

   a. Fitness programs of all types. Discuss in relation to heart and lungs.

   b. Begin a fitness program for each student.

      (1) Invite nurse for blood pressure.
      (2) Measure pulse rates - resting, then after exercising.
      (3) Encourage individual charts, for at home record keeping, in addition to school chart. (Types of exercise: running, swimming, biking, etc.)
      (4) Invite physical education teachers to discuss fitness with class.

   c. Relate specifically to eating practices, restroom, etc.

   d. How do you care for your teeth after eating?

      (1) Practice flossing.
      (2) Practice brushing.

3. Have a special assembly in which the students will participate and assist the teacher in writing the script and making the costumes. The students should be helped to look at the preventive health practices they have studied and decide what they think would be good to share with their fellow students. (Develop some plays on health education if there are none available.

4. Clean School

   a. Ask the children to think of things in the school which help to make them healthy and things which are hinderences to their health - this can be put on the board.

| Healthy School | Unhealthy |
|---|---|
| healthy room temperature | too cold or too hot |
| adequate ventilation | stuffy |
| soap in bathrooms | no soap |
| clean restrooms | dirty restrooms |

   b. After the list is completed, ask the students to elect a committee which will go around the school and check on all these items, and see if the school is doing a good job. They can indicate their reaction to each situation as satisfactory or unsatisfactory. Then discuss with the students how they can be helpers - and make their school a healthier place to be.

5. Clean Hands

   a. The students will help the teacher make small 3x5 cards which depict various areas of cleanliness - such as combed hair, clean fingernails, clean clothes, carry a handkerchief, brushed teeth, eat breakfast.

   b. The teacher will ask each student to pick one card from a deck of shuffled Health Cards each morning, and the child will be given a star if he has carried that health habit out.

6. Make sock puppets. Each puppet has a certain part of the body that he tells about keeping clean. The one telling about ears will have oversized ears, or oversized teeth, or oversized hands. Help them write a simple script about proper techniques for keeping clean. (Ears, teeth, and hands can be made of felt cloth.) (Paper sacks can also be tied to make these puppets, if socks and felt are not accessible.)

1. Check which items you think are health problems in your community.

   a. ____ community's water supply
   b. ____ disposal of home sewage
   c. ____ disposal of industrial waste
   d. ____ control of flies, mosquitoes, and rats

2. Check which items you think will help prevent and control diseases.

   a. ____ share a washcloth
   b. ____ tight fitting doors and screening on the windows
   c. ____ keep garbage cans empty
   d. ____ rinse dishes with cool water

3. How do you feel about seeing a person who licks the spoon while mixing a batch of cookies?

   a. ____ like it
   b. ____ like it sometimes
   c. ____ dislike it

4. Exercise is one of the surest ways of helping fight disease. T F

5. One good way to fight off a cold is:

   a. ____ go to bed and get lots of rest
   b. ____ eat more food and drin Kool-Aid
   c. ____ go to school but stay indoors at recess
   d. ____ stay home and play inside all day

6. Some of your health ideas or attitudes have been caused by: Check one or more.

   a. ____ illnesses that have happened to you
   b. ____ illnesses that have happened to people closest to you
   c. ____ illnesses that you read about
   d. ____ illnesses that only Americans have
   e. ____ ideas that you were born with
   f. ____ things said by other people about illnesses
   g. ____ things you have seen on television about diseases
   h. ____ reading about Caveman's society

7. In the great plague of London, the Bubonic plague was spread like "wildfire." One preventive measure which helped was:

   a. ____ keeping the diseased person away from others
   b. ____ spraying the air with medicine
   c. ____ ordering all people to stay indoors
   d. ____ making surveys about who had the disease

8. People of long ago knew the ways in which communicable diseases were spread. T F

9. It is safe to drink water from a river or stream that looks clean. T F

10. Louis Pasteur discovered that:

a. ___ all microbes cause disease.
b. ___ heat could sterilize surgical instruments.
c. ___ certain harmful microbes could cause a disease.
d. ___ microbes could be seen with the help of a microscope.

# UNIT EIGHT - SAFETY

## A. FIRST AID

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know names of materials in the first-aid kit.
. . . demonstrate the use of first-aid materials and techniques.
. . . show awareness of the importance of first-aid information.
. . . know what first-aid materials and techniques are required for treating minor emergencies.

### SUGGESTED ACTIVITIES

1. Assemble a minor first-aid kit (get supplies from school nurse if you do not already have a kit in your room).

   | | | |
   |---|---|---|
   | Band-Aids | - | for minor cuts |
   | Soap | - | for cleaning wounds with running water |
   | Gauze squares | - | to cover larger cuts and to control bleeding |
   | Cotton balls | - | use for cleaning wounds with soap |

   Show first-aid materials from kit. Discuss use of each, demonstrating on a student how the first-aid materials are used. Using cutouts, either on bulletin board or individual sets, have students match pictures of drawings of first-aid materials with drawings of minor injuries, selecting appropriate materials for each injury.

   | | | | | |
   |---|---|---|---|---|
   | scraped knee | - | clean with soap water | - | cotton balls |
   | cut finger | - | wash with soap and water | - | cover with band-aids |
   | nosebleed | - | pinch nose | - | use gauze squares |
   | pencil puncture | - | wash with soap and water | | |
   | small first-degree burn | - | hold under cold running water | | |
   | cut on forehead | - | direct pressure with gauze squares | | |

   Resources: American Red Cross Basic First Aid, Books 1 and 2

2. Draw or paste pictures of minor injuries on large index cards. Have students draw a card, select proper materials from a selection set out, and then demonstrate on a preselected victim how he or she would handle a first-aid situation. Older students could write first-aid situation on card instead of using picture. Ask student to explain why he/she chose certain materials.

3. Set up hand-washing demonstration, using two wash basins of water. Have two students go outside and get hands dirty. Instruct one student to wash his/her hands with soap; do not have other student use soap. Compare results and discuss role of soap and water in first aid.

4. Prepare a ditto sheet containing examples of poor and good eye safety.

   a. Boy running with sharp object.

   b. Watching TV with a light on.

   c. Child reading with eyes too close to book.

   Compile a class list suggested by students of activities dangerous to the eyes.

5. Make a set of cardboard cards containing pictures of a variety of food and non-food items. Place the cards face down on a table or chalk tray of blackboard. Each child chooses a card, tells what it is, and states whether or not it can be eaten.

SAMPLE QUESTIONS

1. If a person is bleeding badly from a wound, it is important to <u>first</u>:

   a. ____ call a doctor immediately.
   b. ____ cover up the wound.
   c. ____ try to control or stop the bleeding.
   d. ____ cover the person with a blanket.

2. A friend falls from the "jungle gym" and lands on his hand. His wrist is bent backwards and he cannot move his hand. You should:

   a. ____ help him straighten his wrist back to a natural position.
   b. ____ probe and feel it to see whether it is broken, sprained, or dislocated.
   c. ____ wrap his wrist in a large tight bandage.
   d. ____ help him to medical assistance, keeping the wrist and arm still.

3. Next to each injury, write the number of the definition which matches the injury. There is only one correct number for each blank.

| INJURY | DEFINITION |
|---|---|
| a. ____ broken bone | 1. Puncture |
| b. ____ not enough blood flowing through body which produces "slow down" of its work | 2. Abrasion |
| | 3. Shock |
| | 4. Simple fracture |
| c. ____ bone out of place at the joint | 5. Dislocation |
| | 6. Contusion |
| d. ____ deep cut | 7. Compound fracture |
| e. ____ scraping of skin and tissue | |

4. Never give anything by mouth if you see that an injured person:

   a. ____ has broken his leg.
   b. ____ has been bitten by a dog.
   c. ____ is suffering from heat stroke.
   d. ____ is having a hard time breathing.

5. Tom's father was repairing the roof gutters and fell from a ladder. His head struck a brick planter box and he lay unconscious. Check the four most important things Tom should do:

   a. ____ bring his father a drink of water.
   b. ____ check his father's breathing.
   c. ____ lay his father flat with feet elevated.
   d. ____ check for cuts and bleeding.
   e. ____ cover his father with a blanket.
   f. ____ call the neighbors for help.

6. Oral resuscitation (mouth-to-mouth breathing) should be given in which emergency:

   a. ____ when a person has been burned.
   b. ____ when a person is unconscious from electric shock.
   c. ____ when a person has a broken leg.
   d. ____ when a person has suffered an abrasion in the gym.

7. Next to the treatment, write the number of the reason for the treatment that matches the treatment. There is only ONE (1) correct number for each blank.

| TREATMENT | REASON FOR TREATMENT |
|---|---|
| a. ____ Giving milk or water to a person who has swallowed poison | 1. Will help restore normal breathing |
| b. ____ Lowering a person's head if he is suffering from shock | 2. Will help in lowering body temperature |
| c. ____ Applying direct pressure to a wound | 3. Will stop or slow the bleedi |
| d. ____ Sponging off a person suffering from heat stroke | 4. Will make poison go into the body more slowly |
| e. ____ Giving mouth-to-mouth breathing to a person who has almost drowned | 5. Will injure the person more |
| | 6. Will restore blood to head |
| | 7. Will cause vomiting and get the poison out of the body |

8. If you were a member of the school first aid club called the Band-Aid Brigade, select the THREE (3) duties you would perform:

   a. ___ washing and bandaging abrasions.
   b. ___ pumping up kickballs.
   c. ___ distributing teachers' bulletins.
   d. ___ making health and safety posters.
   e. ___ working in the nurse's office during recess.

9. If you wanted practical experience in splinting broken limbs, which school club might you contact?

   a. ___ The Safety Patrol
   b. ___ The Honor Society
   c. ___ The Junior Red Cross
   d. ___ The Yearbook Club

10. To aid in the process of stopping too much bleeding from a cut on the forearm, a person should apply direct pressure to the cut, squeeze the pressure, and hold the arm:

    a. ___ up
    b. ___ down
    c. ___ straight out
    d. ___ at an angle

B. ENVIRONMENT

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know safety rules for home, school, playground, bus and street.
. . . demonstrate correct safety procedures.
. . . obey school safety rules.

SUGGESTED ACTIVITIES

1. "Look what I found on the table." Introduce a story, "One day, 2-year-old Susie climbed up on the kitchen table and found a knife that her older brother had left there. Susie put the knife in her mouth and cut her lip." Should the knife have been on the table? Where should it have been?

   Make a set of cards with pictures of various items. Cards are placed face down on a table. Each child chooses a card and shows it to the class saying: "Look what I found on the table; Does it belong there? Could Susie be hurt if she found it? Where should it be?"

2. Assemble and remove hazardous objects from the classroom. Inspect at intervals. Investigate all accidents that occur in the school. Try to identify the causes.

Write for:

"Accident Prevention Can Be Learned"
Health and Welfare Division
Metropolitan Life Insurance Company
1 Madison Avenue
New York, NY 10010

3. Role play situations in which good housekeeping procedures are used to prevent fires, e.g., proper disposal of trash and ashes, safe storage of fuel, and correct use of electrical equipment.

   Invite the fire department to come to school to demonstrate simple methods of putting out small fires and to discuss fire safety rules. Have students conduct a fire safety inspection of the school building checking for proper storage of rubbish, paints, etc.

4. Role play situations that point out safe ways to play on apparatus found on the playground.

   Discuss the meaning of traffic signals using traffic signal replicas made of cardboard. Draw floor map of intersection near the school to demonstrate proper crossing, and observing traffic signals. Use safety teaching pictures to promote discussion.

   Using the health education Teaching Pictures, discuss common household dangers: inflammables, poisons, electrical hazards, plastic bags, old trunks, slippery floors, etc.

   Draw pictures of safe and dangerous scenes in the home. Write a paragraph about them.

   Use plays, and pantomimes to illustrate safety rules related to home. Include the care and handling of pets.

   Begin a campaign to promote indoor and outdoor safety by using stickers to label safe and unsafe areas, objects, and activities. Design a class label for this purpose.

5. Identify a person in your community to discuss proper methods of bicycle maintenance. Should be covered in all grade levels. Invite the military police to discuss safety regulations for operating bicycles.

Write for the following information:

a. The Bicycle Institute of America
122 E. 42nd Street
New York, NY 10017

b. Advanced Street Safety, filmstrip available from the District IMC.

c. Bicyclist, filmstrip available from the District IMC.

SAMPLE QUESTIONS

1. Many students get skinned knees and cuts from falling in school.

a. ___ true
b. ___ false
c. ___ don't know

2. Check the FOUR (4) accidents which may often happen on a primary playground.

a. ___ falls from the slide ladder
b. ___ injuries to eyes from sand throwing
c. ___ collisions from football scrimmage
d. ___ falls from the swings
e. ___ accidents on the seesaw
f. ___ collisions on the basketball court

3. Put the number of the possible cause on the blank before the accident which matches it. Place only one number on a blank.

| ACCIDENTS | POSSIBLE CAUSES |
|---|---|
| a. ___ the two students bump heads in the hallway | 1. Careless handling of sharp or pointed tools. |
| b. ___ the catcher in a baseball game is struck with the bat. | 2. Wearing slippery-soled shoes. |
| c. ___ a bicycle rider suddenly runs into the back of a parked truck. | 3. running in the hallway. |
| d. ___ a child cuts himself with scissors. | 4. Not crossing the street at the crosswalk. |
| e. ___ a student slips and falls from the "jungle gym". | 5. Failure to be alert to moving and parked vehicles. |
| | 6. Slinging the bat after hitting the ball. |

4. Choose the activity in which accidents happen the most:

   a. ___ playing football
   b. ___ playing monopoly
   c. ___ reading a book
   d. ___ taking a hike

5. Many elementary students have teeth knocked out while drinking at the water fountain. Which is the main reason for this kind of accident?

   a. ___ water fountains are placed too high.
   b. ___ the students drink too much water.
   c. ___ the water fountains are broken.
   d. ___ students crowd and push in line.

6. Choose the place where most of the accidents happen at an elementary school.

   a. ___ the gym
   b. ___ the office
   c. ___ the classroom
   d. ___ the library

7. A student's finger was cut using a pocketknife. Which of the following rules should be remembered the next time?

   a. ____when carving, cut toward the body.
   b. ____carry the pocketknife opened and pointed.
   c. ____when finished, leave the open knife on the ground.
   d. ____keep fingers away from blade when cutting.

8. The most helpful resource person in the school to lead a class discussion on accidents and their causes would be:

   a. ___ the PTSA President.
   b. ___ the school custodian.
   c. ___ the student council president.
   d. ___ the nurse.

9. Check the <u>THREE</u> (3) ways to prevent electrical accidents.

   a. ___ dry wet hands before handling electrical equipment.
   b. ___ throw away or repair electrical cords when the covering comes off.
   c. ___ use kite strings made of metal.
   d. ___ stay out of trees that have wires passing through them.
   e. ___ place electrical cords under rugs.

10. Put the number of a sport on the blank before the safety rule which best matches that sport. Each blank will have one number.

| SAFETY RULE | SPORT |
|---|---|
| a. ___ carry packages in a basket or saddlebag | 1. Softball |
| b. ___ baseman should stay out of the baseline | 2. Football |
| c. ___ watch for holes on the path | 3. Swimming |
| d. ___ do not dive in shallow areas | 4. Volleyball |
| e. ___ wear a helmet and mouth guard | 5. Bicycle riding |
| | 6. Biking |
| | 7. Basketball |

C. EMOTIONS

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the terms describing common emotions (love, hate, fear, happiness, etc.)
. . . recognize the relationship between emotions and accidents.
. . . participate in class discussions on the relationships of emotions to accidents.

SUGGESTED ACTIVITIES

1. Observe and list home and family life affecting emotions for one week. List on graffiti board emotions felt after being on playground. How are you feeling? List emotions that caused your feelings.
   Bulletin board made by students.
   Films and discussion.
   For each accident that you think was caused, write down what you could have done to prevent it.

   School nurse or doctor talk to students about things that have happened that need treatment.

2. Students keep folder with collection of faces showing emotion.

   Draw pictures of faces showing emotion.

   Matching game with situations and emotion.

   Assign students to write what they think the term emotion means (common definition for class).

3. Review the school accident report for the past 6 months (causes, etc.)

   Have students observe in the nurse's office the type of accidents and causes (observations of students coming in).

   Role playing.

   Films and discussions.

4. Ask students to close eyes and imagine themselves in a situation which would make them very angry. Examples:

   a. Mom tells you that you cannot go to a friend's house to play, even though earlier she said you could.

   b. Dad says you cannot go to the Saturday movie which you really want to see even though Mom said you could.

SAMPLE QUESTIONS

1. Your parents yelled at you a lot yesterday.

   a. ___ resentment
   b. ___ happiness
   c. ___ excitement
   d. ___ joy

2. You are afraid of your neighbor's dog. You run as fast as you can by this neighbor's house. This way you are sure of being safe.

   a. ___ true
   b. ___ false
   c. ___ don't know

3. Anger, disappointment, and sadness are examples of positive emotions.

   a. ___ true
   b. ___ false
   c. ___ don't know

4. A small child falls while running away from a dog. What emotion caused the accident?

   a. ___ happiness
   b. ___ fear
   c. ___ sadness
   d. ___ defeat

5. When interviewing an accident victim and trying to decide if emotions caused the accident, with which one of the following would you be more concerned?

   a. ___ the victim's life history
   b. ___ the victim's past record of accidents
   c. ___ the victim's feelings just before the accident
   d. ___ the type of car the victim was driving

6. A person drives a car when feeling angry. Would this help to prevent an accident?

   a. ___ yes
   b. ___ no
   c. ___ don't know

7. It is a good idea to write some goals for self-control so you can tell whether or not you are reaching them.

   a. ___ true
   b. ___ false
   c. ___ don't know

8. Your small group has just listed ways of developing control over anger, fear, jealousy, and love. Which one of the following would be the most helpful in practicing these ways?

   a. ___ don't think about them.
   b. ___ keep a record of experiences for later discussions
   c. ___ continue to act as you always did
   d. ___ keep all of your emotions inside you

9. Check <u>ONE</u> (1) suggestion you would offer to a student who wanted to practice self-control when the student got upset with a classmate.

   a. ___ ignore the problem
   b. ___ go ahead and yell
   c. ___ write feelings down on paper
   d. ___ tell your parents after school

10. A student has had trouble speaking in class and often gets an upset stomach and breaks out in a cold sweat. The student should:

    a. ___ refuse to speak to anyone
    b. ___ write the correct answers
    c. ___ withdraw from the class
    d. ___ try speaking in a small group

## UNIT NINE - HUMAN SEXUALITY

### A. INTERPERSONAL RELATIONSHIPS

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know elements of positive family and personal relationships.
. . . understand that relationships and responsibilities involve give and take.
. . . accept physical and emotional differences of others.
. . . demonstrate examples of social behavior for personal and family relationships.

### SUGGESTED ACTIVITIES

1. Using drawn pictures of families, discuss members--older, younger, brothers, and sisters.

   Draw a picture showing how the family makes a happy home. Discuss roles of mothers and fathers to include work, discipline, and good times.

   Discuss brother and sister relationships to include how they help. Discuss new babies in the family and the things they require and how everyone works together.

2. Present family situation which elicit different emotional responses. Use elementary counselor to develop a program involving social behavior experiences. Program materials could include:

   Developing Understanding of Self and Others from American Guidance Service.

   Teaching Programs in Human Behavior and Mental Health from Education Research Council of Greater Cleveland.

   Focus on Self-Development from Science Research Associates.

3. Start a family scrapbook illustrating roles and responsibilities of mothers, fathers, and children in the family unit. Use pictures out of old magazines or newspapers. Write short stories for the family-life scrapbook.

4. Draw a picture of yourself and your parents to include in the scrapbook.

   Discuss family life using the "Beginning of Human Story" teaching pictures.

   Have each student bring in his favorite toy. Ask them whether they feel they are "girl" or "boy" toys. How many are both? Ask students to talk about their "chores" in the home. Are boys given masculine jobs and girls feminine ones?

1. Check which of the following words describe human physical needs:

| | | | |
|---|---|---|---|
| ____ food | ____ friends | ____ love | ____ elimination |
| ____ reading | ____ entertainment | ____ clothing | ____ affection |
| ____ oxygen | ____ shelter | ____ water | ____ sex |

2. A person cannot live without water. T F

3. A person can live without oxygen. T F

4. A person cannot live without meat. T F

5. The type of shelter needed may depend on the part of the world we live in. T F

6. Sleep is an important physical need. T F

7. Place an X in front of items which meet basic physical needs (more than one correct answer).

____ Father puts up a tent when you are camping, because it looks like rain tonight.
____ The teacher lets you go to the bathroom whenever you feel the need.
____ You play a game with a friend.
____ You eat breakfast before you go to school.
____ In the winter, you wear a heavy coat when you go outside.
____ You go ice skating with your friends.

8. To feel loved is an important emotional need. T F

9. All people need to feel success in some areas of life. T F

10. Match the emotional need on the right with the behavior on the left that is a way of fulfilling that need.

| | |
|---|---|
| ____ A mother rocks her baby to sleep. | a) Acceptance |
| ____ You practice your piano lesson so that you will play well at your recital. | b) Achievement |
| ____ You invite a new student to play ball with you. | c) Affection |
| ____ Your father gives you lunch money for the week before he goes away on a trip. | d) Security |

B. REPRODUCTION

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the terms necessary to explain the functions of the reproductive system.
. . . understand the facts and principles of reproduction.
. . . show interest in the importance of learning the facts and principles of reproduction.

## SUGGESTED ACTIVITIES

1. Use a seed activity to develop a plant reproduction base.
   a. Collect a variety of seed types and discuss the outcome of starting seeds.
   b. Using pictures, show the plan (ovary) and need for soil to grow.
2. Discuss how living and non-living things are made.
   a. Use examples of horses, cars, and animals.
   b. Use felt board figures of mother and father.
   c. Discuss the human factory and begin to list words - egg, seed, ovary, testes, sperm.
   d. Discuss how a baby is made by the joining of an egg and sperm.
   e. Illustrate the joining and use the word fertilization.
3. Using fish models, demonstrate the fish sperm and eggs being fertilized.
   a. Make clay models of fish, eggs, and sperm.
   b. Join the egg and sperm cells.

   Discuss how frog eggs are fertilized.

   Using a bird's nest, discuss how birds prepare for egg development.

   a. Discuss sperm entering mother and shell forming.

   Discuss the development of the reproduction system of a female dog.

   a. Use pictures to illustrate the male/female dog.
   b. Use a picture to show the nest (uterus) of the developing puppies.
4. Continue with the development of a calf using transparency. Review the many animal nests. Use a model to demonstrate human fertilization.
   a. Make a female and male model from simple materials.
   b. Use ovary, uterus, and testes, scrotum, and penis when discussing fertilization.

Using fertilized chicken eggs, incubate and record the embryonic development.

SAMPLE QUESTIONS

1. Puberty is a period of human growth:

   a. ____ from infancy to school age.
   b. ____ from early teens to adulthood.
   c. ____ from teen year to middle year.
   d. ____ from middle age to death.

2. Check the following that you believe are true:

   Some things that make us act the way we do about sex are:

   ____ religious beliefs
   ____ parents' ideas
   ____ community standards
   ____ laws
   ____ the way our friends feel
   ____ fear
   ____ wrong information

3. Match the terms from column A with definitions from column B.

| A | B |
|---|---|
| ____ uterus | a. Neck of the uterus |
| ____ cervix | |
| ____ vagina | b. Tube-like extension of the uterus where eggs from the ovaries may pass to the uterus. |
| ____ hymen | |
| ____ ovary | c. Membrane that guards the entrance to the vagina |
| ____ Fallopian Tube | |
| | d. Female reproductive gland that releases eggs. |
| | e. The womb. The organ that receives the fertilized egg. |
| | f. Tunnel leading from the uterus to the outside of the body. |

4. Match the term from column A with the definitions from column B.

| A | B |
|---|---|
| a. Penis | ____ tube that goes from the urinary bladder to the end of the penis |
| b. Testicles | ____ sack of skin which holds the testicles |
| c. Urethra | ____ male reproductive organ |
| d. Scrotum | ____ place where sperm cells are made |

## UNIT TEN - SUBSTANCES

### A. PROPER USE

#### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know the names of "helpful" substances.
. . . demonstrate proper use of substances.
. . . enjoy helping the class collect samples of "helpful" substances.

#### SUGGESTED ACTIVITIES

1. a. Bring various labels from old medicine bottles at home. Identify the various types of medicines represented by the labels.

   b. Prepare an exhibit of various types of medicines commonly found in the home: aspirin, cough medicine, etc.

   c. Label shows specific use: name of person, method of administration, frequency of administration, dosage.

   d. Danger of unlabeled medicines:

      (1) May be dangerous or poisonous.
      (2) Individual may take the wrong medicine.

2. a. Discuss who gives children medicines when they are ill.

   b. Discuss where medicines are stored in their homes.

   c. Discuss ways to dispose properly of old medicine and containers: burn or wash the containers thoroughly; pour or flush contents down the drain.

   d. Write class letter to parents suggesting safe ways to store and to dispose of medicines.

   e. Practice reading various labels and interpreting the directions.

   f. The pupil explains why the directions for taking medicines must be followed carefully.

      (1) Medicine to be taken by children only on the advice of a physician and in the presence of a doctor, parent, nurse, or other delegated person.

      (2) Medicines should never be shared with another person.

      (3) Carefully follow directions for taking all medicines (introduce the concept of excess and moderation; take only the amount prescribed and never more.)

(4) Properly destroy old medicines, all unlabeled bottles and jars to prevent children and pets from retrieving them.

(5) Medicines are not playthings and should be kept away from younger brothers, sisters, and pets.

3. a. Arrange a visit from a pharmacist to explain the job and the difference between prescription and nonprescription medicines.

b. Show students samples of written prescriptions.

c. Show samples of prescription and nonprescription medicines.

d. Role Play: Pupils take a real or imaginary trip to the drug store and talk to the pharmacist about prescription and non-prescription medicines.

e. The pupil can name the two main categories of medicine.

(1) Prescription:

(a) Have you seen a prescription?
(b) Why does the doctor write a prescription for the medicine you need when you are sick?
(c) Why can only the doctor write the prescription for the medicine?

(2) Non-prescription:

(a) Can you name some medicines that your mother buys from the P.X.?
(b) Why can some medicines be bought without a prescription?

4. a. The pupil gives examples of how medicine, when properly used, helps maintain and regain good health.

Maintain: Can you name some shots you have had to protect you from becoming sick? (smallpox vaccination, T.B. Tine test, DPT-children's shots, tetanus.) Why do you take vitamins?

Regain: Can you name some type of medicines you took when you were sick (antibiotics, ointments, cough syrup)? What did they do to help you feel better (took away cough, rash, etc.)?

b. The pupil gives examples of how medicine, when properly used, helps maintain and regain good health. Examples:

(1) Used in the eyes of newborn babies to prevent the spread of some disease.

(2) Immunizations against diseases.

(3) Prevention and treatment of infection.

(4) Prevention, control, and treatment of illness and disease.

(5) Preventing discomfort and pain.

(6) Prolonging life.

5. a. The pupil explains how parents help their children when they are ill.

b. Show and Tell: Ask the children to draw pictures of an experience when they were sick, and their parents helped them. The pictures may include:

(1) What happened to them.
(2) What parents did to help.
(3) What medicine, if any, was used.

c. Role Play: One student plays the sick child, and two others play the parts of the mother and father.

d. Ask the children to relate actual experiences when they were ill. Discuss medicines the children have taken, why and how it helped them. Include immunizations the children have had and vitamins as helping medicines.

e. Discuss sources of medicines: plants, animals, and laboratory (synthetics).

f. Forms of medicine: solid (pills, capsules, and tablets), liquid (syrup, injectable medicines) and ointments.

g. Color attached dittos.

SAMPLE QUESTIONS

1. All medicines are drugs. T F

2. Our bloodstream carries disease fighting drugs to the part of the body that is sick. T F

3. The doctor should prescribe the kind of shots we need. T F

4. Match the medication with its use.

| | |
|---|---|
| ____aspirin | a. Cold cures |
| ____antihistamines | b. Fight virus infections |
| ____antibiotics | c. Kills germs |
| ____antiseptics | d. Eases pain |
| ____tranquilizers | e. Cannot feel pain |
| ____anesthetics | f. Helps malnutrition |
| ____vitamins | g. Finds infection |
| | h. Reduces nervous tension |

5. Which of the following can be purchased only with a prescription?

a. ___ aspirin
b. ___ cold cures
c. ___ antiseptics
d. ___ sedatives

6. Taking vitamin pills means that one doesn't need balanced meals. T F

7. Everybody needs vitamin pills. T F

8. If taken as directed, nonprescription medicine is harmless. T F

9. Since the discovery of anesthesia, having an operation is much less painful. T F

10. The discovery of the polio vaccine has reduced the amount of paralysis and death in children. T F

## B. POISON PREVENTION

### STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know common household poisons.
. . . recognize the danger of misusing household poisons.
. . . show interest in poison prevention.
. . . recognize symbols indicating poisonous substances.

### SUGGESTED ACTIVITIES

1. a. Ask children to report on what poisonous substances are kept in the homes and where they are stored.

   b. Discuss where and how their mother stores cleaning and other household products and how they are kept away from young children and pets.

   c. Identify markings of labels on containers which indicate that the contents are poisonous if improperly used: skull and crossbones, POISON, CAUTION, WARNING, etc.

   d. Show examples to students of each label mentioned above.

   e. Draw pictures of labels and containers with poison markings and warnings. Emphasize the directions for use printed on the containers.

2. a. The pupil names the proper use and dangers of common household products.

   b. Have many good uses and should not be misused.

   c. May have fire and health hazards when improperly used.

d. Examples:

(1) Disinfectants
(2) Paint, lacquer, and turpentine
(3) Paste and glue
(4) Shoe polish and furniture polish
(5) Solvents: for removal of paint and stains from furniture, woodwork, clothes, and skin
(6) Soaps, cleansers, and detergents
(7) Fertilizer
(8) Gasoline
(9) Spot remover
(10) Lye, drain and oven cleanser
(11) Cosmetics, lotions, and cologne
(12) Hair dye, and nail polish remover

3. The pupil explains that the medicine cabinet contains a variety of drugs.

a. How does your mother make sure you do not take the wrong medicine? (Introduce idea of labels.)

b. Do all medicine labels look alike? NO!

c. Does your mother keep all her medicine in the same place at home? (Idea of medicine cabinet.)

d. Where is your medicine cabinet?

e. What is in it?

f. Who uses the medicine cabinet?

g. Why do you think it is up high?

h. Can your little brother and sister reach the medicine cabinet?

i. Do you think it would be safe for him to touch anything in the medicine cabinet?

4. a. Observe Poison Prevention Week. This usually is scheduled in March.

b. Discuss how to help family and other children know how to use medicines properly and to stay away from harmful substances.

c. Discuss medicines that are attractive to children and why (good taste, smell, and color).

d. Make a list of emergency phone numbers to post at home near the telephone. Doctor's office or dispensary, Military Police, Fire Department, Poison Control Center, Ambulance, etc.

e. Ask the school nurse to discuss emergency measures with children: Immediately call mother or father, or contact another adult; know how to use the emergency phone list; learn how to use the First-Aid Kit.

f. Role Play: Susan's brother, Christopher, takes a bottle of 120 children's vitamins accidently. What should Susan do? Emphasize that older children are capable of protecting and taking care of their siblings.

g. The pupil summarizes that medicines and substances may be harmful.

(1) Re-emphasize that medicines and household substances must be used only for their intended purpose.

(2) Re-emphasize the meaning of printed warnings on containers.

(3) Taking medicines in the dark is very dangerous.

(4) Unlabeled medicines or household substances are extremely dangerous.

(5) Nonprescription and some prescription medicines have a special appeal for young children: candy flavored medicines such as baby aspirin, cough syrup, and vitamins.

(6) Learn how to protect others from harmful substances as well as first-aid emergencies.

SAMPLE QUESTIONS

1. Write the letter of all land creatures that are poisonous.

_____

_____

a. Black widow
b. Honeybee
c. Praying mantis
d. Centipede
e. Rattlesnake
f. Dragonfly
g. Gila monster
h. Earthworm
i. Yellow jacket
j. Scorpion

2. Check all water creatures that are not poisonous.

a. ____ crab
b. ____ jellyfish
c. ____ stingray
d. ____ sea urchin
e. ____ clam
f. ____ moray eel
g. ____ shrimp
h. ____ scorpian fish
i. ____ tadpole
j. ____ octopus

3. Skin irritation or a rash may be signs of poison ivy or poison oak. T F

4. One of the following is an example of a nonpoisonous insect or spider.

a. ____ tarantula
b. ____ giant, hairy scorpion
c. ____ daddy long legs
d. ____ desert centipede

5. Products not labeled "Poison" are safe to eat. T F

6. It is very important to read the warning label on bottles to learn:

a. ____ the cost of the product
b. ____ the company's other products
c. ____ directions on use and antidote
d. ____ the listed emergency phone number

7. It is important to know what poison a child has taken in order to:

a. ____ tell the doctor what has been taken
b. ____ make sure the antidote will taste good
c. ____ make the antidote a nice color
d. ____ hide the bottle from the child

8. Match the proper use with the harmful substance.

a. ____ solvents
b. ____ paint
c. ____ glue
d. ____ furniture polish
e. ____ oven cleaner
f. ____ detergents
g. ____ cosmetics
h. ____ disinfectants
i. ____ kerosene
j. ____ drugs

1. Used in an antique lamp
2. Clean a dirty stone
3. Prescribed medicine
4. Washing dishes
5. Repair a broken object
6. Remove stain from clothes
7. Clean and shine table
8. Change outside color on house
9. Used to control germs in bathroom
10. Mom uses lipstick
11. Fuel for car

9. Carbon monoxide poisoning is dangerous because you cannot smell or taste it. T F

10. Poisons such as dyes, bleach, and drain cleaners can cause the throat to swell and close up. T F

C. MISUSE OF LEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that legal drugs can be misused.
. . . apply the above concept to new substances.
. . . participate in class assignment to obtain empty containers of legal substances for school "Pharmacy."

SUGGESTED ACTIVITIES

1. Describe instances where children became ill by taking too much of an otherwise safe legal substance (aspirin, cough syrup).

   a. Have students collect newspaper and magazine pictures and articles.

   b. Films.

   c. Personal experiences - discussion.

   d. Talks from school nurse, doctor, and speakers.

   e. Coloring books: example - Katies Koloring Book.

   f. Draw pictures.

2. Label substances that can be misused.

   a. Bring bottles, labels, etc., to school.

   b. Glue, paint thinner, gasoline, drain cleaners, and poisons can be checked for labels at home with parents.

   c. Films.

   d. Class discussion.

   e. Look for examples of overuse.

   f. Field trips to drug stores.

   g. Pharmacist talking to class.

   h. Children can inventory medicine chests with parents.

3. Describe the inadvisability to taking substances prescribed for others.

   a. Discuss why you need doctors' prescriptions.

   b. Films.

c. Discussion on dangers: name substances for specific diseases, and tell what will happen if they take them.

d. Draw pictures of what they think could happen to someone who took medicine not prescribed for them.

e. Ask class to discuss how they would feel if someone took them and why.

f. Role playing.

g. Dramatize situation of student taking a dare in taking an unknown substance.

4. Distinguish between substances used for people and substances used for things.

a. Do a class chart.
b. Role playing activities.
c. Bring empty containers to school and separate by category.
d. Class discussion.

SAMPLE QUESTIONS

1. It has been proven that smoking cigarettes can cause lung cancer. T F

2. Smoking a pipe or cigars is not considered to be as dangerous to a person's health as smoking cigarettes. T F

3. Medical experts believe that overuse of alcohol may cause:

a. Liver problems T F
b. Cancer T F
c. Athlete's foot T F
d. Brain damage T F
e. Lung problems T F
f. Stomach troubles T F

4. Taking certain medicines and drinking alcohol at the same time can be dangerous. T F

5. Drinking alcohol is more dangerous than drinking coffee. T F

6. To obtain drugs that can become habit-forming requires a doctor's prescription. T F

7. Using medicines without a doctor's prescription may cause a person's health to get worse instead of better. T F

8. It is easy to know what effect a medicine will have on a person. T F

9. Alcohol is good for warming a person's body on a cold day. T F

10. Some people decide that they will buy a product because of the way in which it is advertised. T F

D. ILLEGAL SUBSTANCES

STUDENT OBJECTIVES - GRADES K-4

The student will:

. . . know that certain substances are not permitted for use.
. . . explain why certain substances are illegal.
. . . show interest in subject.

SUGGESTED ACTIVITIES

1. Discuss the kinds of substances that grownups can use that are not good for children.

   a. Coffee
   b. Tea
   c. Tobacco
   d. Liquor
   e. Others

2. Explain that other products found in the home may affect health.

   a. How can alcohol be dangerous to health?
   b. Why do people drink alcohol? (taste, feeling)
   c. How can tobacco affect health?
   d. Why do you think people smoke cigarettes, pipes, etc.?
   e. Why is it that some substances adults use are not good for children?

3. Are there any substances that are not legal for adults to use? If so, why?

   a. Children may know of situations they can relate.
   b. Local events may occur that can be used in promoting this concept.

SAMPLE QUESTIONS

1. Without a medical doctor's direction, it is illegal to take Ritalin. T F

2. You must have a doctor's prescription to take some medicines. T F

3. Some substances are not legal because they can be harmful if used incorrectly. T F

4. Heroin is a:

   a. ____ depressant
   b. ____ stimulant
   c. ____ narcotic
   d. ____ hallucinogen

5. LSD is a:

   a. ____ depressant
   b. ____ stimulant
   c. ____ narcotic
   d. ____ hallucinogen

6. Alcohol is a:

   a. ____ depressant
   b. ____ stimulant
   c. ____ narcotic
   d. ____ hallucinogen

7. Caffeine is a:

   a. ____ depressant
   b. ____ stimulant
   c. ____ narcotic
   d. ____ hallucinogen

8. A person's body cannot get needed rest if the person often uses pep pills to keep awake. T F

9. Drinking a great deal of alcohol makes one able to think more quickly. T F

10. If one drinks a great deal of alcohol every day, it may be very difficult for the person to stop drinking. T F